DOCUMENT RESUME

ED 215 075 CE 030 884

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TITLE An Historical Approach to the Relationship between Adult Education and the Workplace: Path to Empowerment in the 80s.
PUB DATE 5 Dec 80
NOTE 178p.

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Adult Education; Continuing Education; Educational Administration; *Educational Change; Educational Cooperation; *Educational History; Educational Needs; Educational Objectives; Educational Philosophy; Educational Practices; *Educational Trends; *Education Work Relationship; Industrial Education; Industrial Training; Inplant Programs; Job Training; *Labor Education; Labor Force; Off the Job Training; Postsecondary Education; Public Education; School Role; Trend Analysis; Unions

ABSTRACT

From its beginnings the history of adult education has been entwined with the evolutionary struggle between labor and management for workplace control. The history of worker's education is, in reality, the history of two types of education--worker's education under worker's control and labor-management adult education under company control. Each has its own problems and limitations. Traditionally viewed as education for action rather than merely conveying academic information, worker's education has long been a practical method of building nad maintaining a strong and effective labor movement. There has been a marked lack of blue collar participation in both worker education and adult community education. The potential for adult education growth in the business and industrial sector is limited by several factors, including economic difficulties and the traditional conservative education objectives of the private sector. Adult education must abandon its perceived dualistic role as a provider of training for the productive sector of high technology and the treatment of the marginal adult. Rather, it must develop a new curricular approach with the goals of arriving at individual empowerment skills and a community and global consensus over issues of mutuality. (MN)

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AN HISTORICAL APPROACH TO THE RELATIONSHIP BETWEEN ADULT EDUCATION AND THE WORKPLACE: PATH TO EMPOWERMENT IN THE 80s

By
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December 5, 1980

In Partial Fulfillment of the Requirements of the Preliminary Examination for the Degree of Doctor of Philosophy
in the
School of Education
at the
University of Michigan
Ann Arbor, Michigan

CE030 884

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"Organized labor is now so woven into the fabric of the United States economy, expecially in basic industry, that any sudden and serious loss of its authority would probably distress management more than please it. General Motors needed the UAW to police its huge--more than 450,000 people--workforce, a high General Motors executive once remarked. If the UAW did not police the contract, he said, GM plants would be chaotic."

--Nicholas VonHoffman
Harpers Magazine, December, 1979.

INTRODUCTION

I. PURPOSE

Adult education, as a change activity, is directed to the guidance and promotion of change processes in the adult person, groups, and, in effect, society. Of course, it would not be true to say that all activities aimed at social change are adult education any more than it would be true to say that all adult learning is adult education nor that all adult education aims at social change.

What is being referred to here is a delimited view of human existence whose boundaries are defined by the purposes of the groups to which they belong which sponsor adult education activities that are directed at social change. More specifically, these particular sponsored adult education activities refer only to those organized and sequential learning experiences which are designed to further the respective positions, in terms of social change via economic control over capital, of the following three groups: (1) workers in textile industries, (2) workers in "heavy" industry (coal, steel, automotive), and (3) middle- and upper-level managers in business enterprises since 1920.

Thus, this investigation seeks to present, from an historical perspective, the relationship between adult education and the aforementioned groups in terms of the evolutionary struggle for workplace control. From this framework, an attempt will be made to identify those conditions more favorable or inhibitive to the creation of future empowerment strategies and group consensus via adult education activities in relation to these specific groups for the purpose of furthering their respective positions in terms of the economic struggle.

In closing, the utilization of an historical approach is particularly justified in this case in as much as many of the roots of major social changes have originated at the workplace and have been directed by one or the other of these three groups. Furthermore, it is of interest to note that the adult education activities, which these groups have historically operated, have, by in large, been operated mainly outside of the traditionally defined realm of adult public education structures.

Finally, it is hoped that such an approach would help provide adult educators with explanations of how and why societies change or fail to change with a view to the creation of a new curriculum which deals with Societal Learning.

II. PROCEDURE

An historical approach is a most useful supplemental tool in that history provides a way of thought and a method of organizing and analyzing the past in respect to the use of adult education by various groups. Moreover, such an approach is useful in that it attempts to present a unified picture of how groups dealt with change; and this, in turn, contributes a broader perspective in dealing with contemporary issues.

In relation to this investigation, therefore, the following types of literature were consulted: (1) first-hand accounts of historical events and practices, (2) investigations of an historical nature, and (3) historical accounts which have been rewritten in terms of today's realities.

III. LIMITATIONS

This investigation in intended neither as an inclusive nor quantitative record of the historical relationship between adult education and the aforementioned groups. Further, this study does not attempt to identify all the

forces and factors of social change at the workplace as they relate to adult education during the period under investigation. Moreover, it is readily acknowledged that there is little significant reference to an international view over time and its effect upon social change at the workplace nor its effect upon the role or function of adult education either at the workplace or in general.

In conclusion, although an historical approach assists in transending individual experience and in the evaluating and ordering of evidence as it relates to present situations, the perceptions of the author in relation to the materials selected for investigation are biased by personal interpretation of social imperatives and hypotheses regarding the role and direction of adult education in the future. Finally, it should not be assumed that the political views presented in this paper necessarily represent those of its author.

IV. DEFINITIONS

Adult: "Any person who has come into that stage of life in which s/he has assumed responsibility for him/herself and usually for others and who has concommitantly accepted a functionally productive role in the community."[1]

Adult Education: "Organized and sequential learning experiences designed to meet the needs of adults which take place in the context of 'learning organizations.' To be sure, all adult education then involves adult learning, but all adult learning is not adult education."[2]

Change: The reshaping of human values and the redirecting of public policy.

Co-educational Groups: Any organization or institution whose primary function is not education yet which conducts or sponsors adult education activities for its members in a manner which is subsidiary or supplementary to its primary role in society.

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[1]Gale Edward Jensen, A. A. Liveright, and Wilbur Hallenbeck, editors. Adult Education: Outlines of an Emerging Field of University Study. Adult Education Association of the U.S.A., 1964, p. 29.

[2]Perspectives of Adult Education in the United States and Projection for the Future. Washington, DC: U.S. Government Printing Office, 1972, p. 1.

Consensus: The end result of informed participation whereby individuals and groups determine how to best carry out social tasks and reach agreement on different national priorities.

Culture: "A uniquely human product of social interaction consisting of material and non-material symbols having meaning for persons making up that society."[3]

Democratic Society: A society that creates an environment in which each individual can and is encouraged to learn.

Education: Anything which an individual learns to assist in the development of his/her full potentiality, which leads to greater life satisfaction and which prepares for intelligent democratic participation.

Empowerment: A view of education which attempts to impart to the individual a sense of control over his/her own living environment and to confirm both the aspiration and the ability of the individual to effectively shape his/her own destiny.

Group: "A plurality of persons who share an ideal or a standard that each has internalized and who, as a result of this internalization, identify one another."[4]

Humane Society: A concept which envisions a truly humane civilization, one whose emphasis is on the development of Man. It foresees a New World Order in the Solar Age where social relations are balanced, harmonious, and ecologically aligned. This concept also refers to balanced economic and social development whereby economic power is used to produce socially useful capital.

Life-long Education: Education which is in harmony with self-motivation and which leads to personal action.

Management Education: Supervisory or executive training conducted under the auspices of the business enterprise.

Participation: A result of the adult education process; evokes the idea of the aspirations of individuals and their groups to be partners in decision-making on all levels of social and personal development. It is not an either-or form of behavior but is more likely to be a more-or-less form of activity.

School: "Operates as a primary preparation system for the socio-economic system. Schools are committed to an ideological and operational base that is both tolerant of the political order and reinforcing of the economic structure."[5]

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[3] William M. Cave and Mark A. Chesler. Sociology of Education: An Anthology of Issues and Problems. New York: MacMillan Co., Inc., 1974, p. 3.

[4] Gale Edward Jensen, et al. Adult Education: Outlines of an Emerging Field of University Study. Adult Education Association of the U.S.A., 1964, p. 115.

[5] Op. Cit.

Socialization: "The way in which individuals acquire the many physical, moral, and social capabilities demanded of them by the group into which they were born and must function."[6]

Sociology: The study of man's relation to society.

Worker: "One who works for wages or salary and who is dependent upon someone besides himself for a job or a position."[7]

Worker Education: In contrast to adult education, which is for anybody, workers' education is just for working persons. In effect, workers' education participants, in today's context, are usually union members.

Workplace Democracy: The presence of democratic attitudes and opportunities at the workplace. Such an atmosphere includes an eventual shift in economic power through regular participation in decision-making at all levels of the organization and access to and the sharing of all information.

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[6] Ibid., p. 6.

[7] Marius Hansome. World Workers Educational Movements. London: P. S. King and Sons, Limited, 1931, (Ph.D. Thesis - Columbia University), p. 52.

PART II

I. A GENERAL INTRODUCTION TO ADULT EDUCATION

A new concept of man and of his place in the world has emerged. Within this new concept, it has become increasingly apparent that cultural changes are "material," and not spiritual nor intellectual. However, because our gagetry changes so rapidly, we tend to make the assumption that human nature has changed to the same degree; this is not true. Also at issue here is the fact that we live in an environment which is changing materially with ever increasing speed, while human beings are not. Such a situation makes all the more necessary the need for knowledge, understanding, and education--if society is to survive. Adams, however, asks adult educators whether we need respond only to changes in demand at the surface level or to look into the depths.[1] Should we not shift from material education to education of the spirit and the intellect to shape the new humane civilization described by Toffler? Shall adult education, therefore, not cease its totally responsive nature to socio-economic needs and instead assume an anticipatory pose in relation to future social direction?

Such questions, of course, present the eternal dilemmae of adult education and tend to explain its dualistic functions, i.e. a commodity which exists to respond to the needs for individual and societal consumption or a means for creating and anticipating value shifts in economic and political power. Ideally, of course, adult education should attempt to unite both the personal and political aspects of human existence. To this end, the Council of Europe has proposed the following strategy for social action:

1. Education should function as a change agent for the individual and the society,
2. Emphasis should be placed on giving man the opportunity for continuous life-long development,

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[1]James Truslow Adams. Frontiers of American Culture. New York: C. Scribner's Sons, 1944, p. 5.

3. Adult education should provide a response to the continuous challenge resulting from the rapid changes in our society, and
4. Adult educators must concentrate their efforts on a revaluation of care for others and for the common good.

The report continues,

> Society will have the duty to provide the adult with the opportunities and facilities within a well-integrated and flexible structure designed to serve man throughout a lifetime with individually oriented opportunities for the satisfaction of educational, social, and cultural needs according to the individual's aptitude. Thus, such a structure must enable the person to develop his personality through both work and leisure experiences for his own benefit and that of the community to which he belongs.[2]

Although the United States does not have a national policy which deals with the nature, direction, nor velocity of social change and its impact on the macro level, American adult educators can, none-the-less, attempt to fill in the gaps and assist in the change processes at both the mega (group) and micro (individual) levels in the following manners:

1. Determining, developing, and anticipating the need for change,
2. Defining operational objectives--both short- and long-term,
3. Determining a strategy for present and future action,
4. Effectuating change,
5. Evaluating and reconsidering the needs for future changes, and
6. Assisting in the management and control of change.

Within this context, therefore, adult education can perform the following representative functions in the society:

1. Remedial, vocational, rehabilatory, liberal, political,
2. Assimiliative, compensatory, mobility, promoting,
3. Developing responsible citizens in a democratic society, and
4. Expanding communications media and skills, developing flexibility, ability and willingness to change, improving human relations, facilitating participation, and expediting personal growth.[3]

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[2] Council of Europe Secretariat. Permanent Education: A Compendium of Studies. Strasbourg: Council of Europe, 1970, p. 478.

[3] Gale Edward Jensen, et. al. Adult Education: Outlines of an Emerging Field of University Study. Adult Education Association of the U.S.A., 1976, pp. 12 - 13.

But how far dare we go in the process of giving genuine understanding of human living, of shaping an intelligent society which is dedicated to the development of man capable of understanding and controlling his own affairs? In this venture, with the survival of democracy as our ultimate objective, adult education can tolerate no limits; for it is only by welding ourselves together--into a single intellectual society whose goal is the development of a humane civilization--that we have any hope of survival at all. The problem, therefore, is to learn to live together in peace. "Learn" is the operative word here; and provided that man learns to live together, he has in front of him opportunities for social development and personal well-being such as have never before been open to him.[4] It is to this goal that adult education is dedicated.

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[4] James Robbins Kidd, editor. Learning and Society. Toronto: Canadian Association for Adult Education, 1963, p. 407.

II. ADULT EDUCATION: A SOCIOLOGICAL PHENOMENA

Role of Adult Education in Society

> "Adult education operates in a social milieu. It works through institutions with people who are, for the most part, collected in groups. Its purposes are social as well as individual. Consequently, it is subject to the influences of its social surroundings and is affected by the limitations imposed by social circumstances."[1]

Since adult education operates within the social milieu, it is society which must be examined; it is society's needs that must be known, because it is society's needs that must be satisfied. In this view, Jensen addresses the two-fold role of adult education in American society:

1. To keep the social, political, and economic machinery of its dynamic civilization in place, and
2. To inspire, induce, guide and teach adults in all phases of personal development and enrichment so that each person can work out his own way of life, his own approach to realizing himself as an individual.[2]

In addition, Jensen refers to three other tasks which adult education performs in the society. These are:

1. Propagating a dynamic concept of society--helping people see that change is normal and stability is abnormal,
2. Cultural lag--helping people minimize the different rates of change in different phases of society through foresight and planning, and
3. Intense and increasing specialization can operate effectively only in a truly cooperative society--such a society requires that citizens have learned the principles, the values and their implications, the attitudes, and the responsibilities of being a member in a cooperative society.[3]

Jensen summarizes by stating that the

> . . . . role of adult education in society is to become continuing education in fact as well as in theory, so that all adults take it for granted that education is a continuous part, not only of the responsibility of living, but also of the joy of life.[4]

Relationship of Adult Education to Sociology

Durkheim sought a means of solving problems in the society by reorganizing

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[1] Op. Cit., p. 113.
[2] Ibid., p. 13.
[3] Ibid.
[4] Ibid., p. 23.

social life. This vein of thought led him to the notion that society could be improved through deliberate action on the part of educators. To find ideas to guide us, he suggested that we look to the world around us and ourselves with it. He concluded that society draws for us the portrait of the kind of man we should be and wishes us such as its internal economy calls for. The pedagogic ideal, therefore, expresses social necessities and depends more closely on sociology than on any other science.[5] Referring to this relationship, Swift contends that it is

> useful to look upon education as standing in a relationship to sociology similar to that held by engineering in relation to physics. It is the technology to the pure science as this knowledge is applied to the solution of practical problems which also, in turn, contributes to knowledge. In this light, sociology may be seen as research for society. It also assists in the prediction of changes, control, and organizing social change.[6]

The theoretical context of education, thus, pertains to sociology; and the problems of applied sociology refer to the organization of society so as to provide for the maximum transmission of knowledge to all of its members equally. This attempt to widely diffuse knowledge is the function of education and is, in effect, society's effort to improve itself. The system used for the diffusion of knowledge is meant to include

> all the procedures and methods whereby a global society gives its members organized and controlled education in the various fields of human activity for the purpose of the maintenance (functional and technical aspect) and acceptance (ethical aspect) of the social structure and the values which justify them.[7]

The function of education in ancient societies was organized to diffuse education to the adult mind; however, the American system evolved an educational system that views adult learning as optional. Accordingly, the educational

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[5] D. F. Swift. The Sociology of Education. London: The University of Oxford, 1969. p. 4.

[6] Ibid., p. 5.

[7] Council of Europe Secretariat. Permanent Education: A Compendium of Studies. Strasbourg: Council of Europe, 1970, p. 18.

efforts of American society were, until quite recently, concerned almost exclusively with youth. This same concept thought of adult education as a phase of an urgent social task such as the "Americanization" of immigrants or as providing programs to remedy the deficiencies in the education of youth.

Today, however, adults must manage to live in a culture that is quite different from the one that was transmitted to them during their youth. In fact, changing living patterns and life styles often require the unlearning of non-functional values and traditions and the learning of new ways of achieving personal identity several times within a life span. Under such circumstances, there is no way to project what adults will want to know nor what adult educators will want to teach them. Grattan, however, says that this is as it should be "for as an extremely important mechanism for the diffusion of knowledge, adult education cannot afford to assume the role of censor. What it always must do is to be sure that what it offers is truly knowledge."[8] In Adult Education and Social Class, London concurs with Grattan by stating that

> the special competence and unique strength of adult education may be its flexibility, which enables it to shift programming to meet the diversity of needs and interest found in a highly dynamic society. Indeed, its lack of tradition and lack of substantial support as a fully legitimized institution in society provides a stimulus for greater creativity to deal with diverse problems. This enhances its value in a changing society, in contrast to the more tradition-bound and rigid formal education institutions.[9]

On the one hand, adult education has been related to changes in society and to preparing to bring about change; and on the other hand, it has been related to helping the individual adapt to an expanding, developing, and

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[8] Clinton Hartley Grattan. In Quest of Knowledge: An Historical Perspective on Adult Education. New York: Association Press, 1955, p. 11.

[9] Jack London, Robert Wenkert and Warren O. Hagstrom. Adult Education and Social Class. Berkley, California: Survey Research Center, Univ. of California, 1963, p. 141.

and increasingly complicated social economy. Social changes bring modifications in the way in which work is done, in innovations, new values and changing relationships; and all of these things make for changes in behavior. When adults are faced with these new situations to which they must respond, they usually need help; and adult education, because it is less controlled by tradition, can respond more easily than other institutions to changing conditions.

It is important, however, to realize that change on any level must always be viewed in terms of the wider social, political, and economic realities; and as change agents, adult educators must always address the concept of change within the social setting when thinking in terms of reforms or innovations. Underestimating this setting, in fact, often accounts for failure of alternative forms. Therefore, it is always from an analysis of these forces that our educational strategies must begin.

Concepts from Sociology and Psychology Pertinent to Adult Education

Sociological research contributes greatly to the field of adult education in its analyzation of individuals as participants in group life. Such research includes contributions in the areas of innovation, diffusion, and adoption, socialization throughout the life cycle, the sociology of leisure in a society with changing value norms in relation to both work and leisure, and the value patterns among participants and non-participants in voluntary education programs, to name but a few.

Psychology, on the other hand, has also given adult education relevant information dealing with the adult's ability to learn, to adapt to personal and external changes, stress and its effect on learning, motivational studies, etc.

Research of this type is necessary, as adult educators cannot assist individuals in meeting their needs unless they are provided with the kinds of information which relate to the activities needed by adults throughout their life

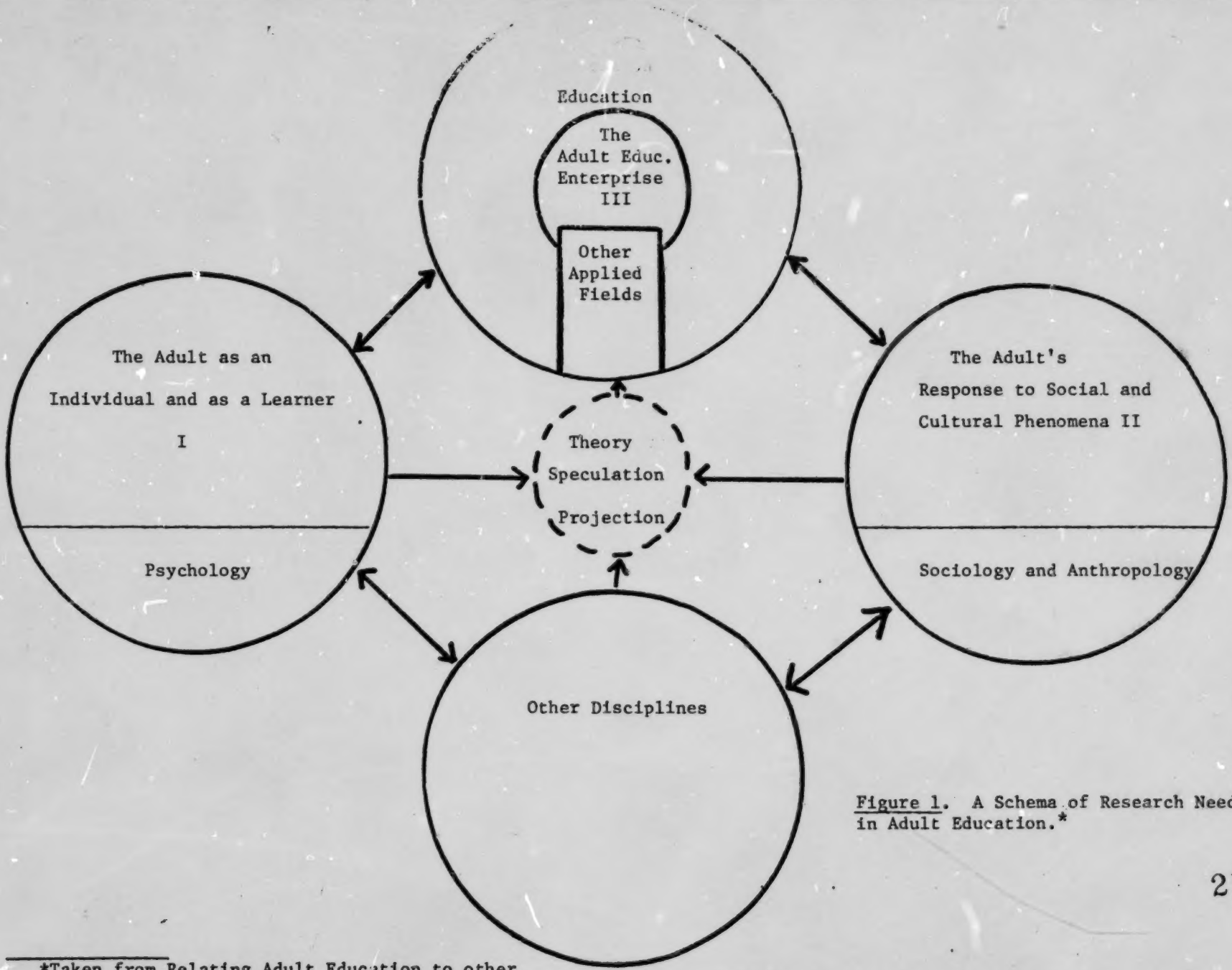
Education
The Adult Educ. Enterprise III
Other Applied Fields
The Adult as an Individual and as a Learner I
Psychology
Theory Speculation Projection
The Adult's Response to Social and Cultural Phenomena II
Sociology and Anthropology
Other Disciplines

Figure 1. A Schema of Research Needs in Adult Education.*

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*Taken from Relating Adult Education to other Disciplines written by Burton W. Kreitlow, University of Wisconsin, Madison Wisconsin, 1964, p. 50a.

time. No adult educator can do this based solely upon the individual's interest nor ability; the environmental and psychological conditions that help formulate the individual's frame of reference, which either limit or enhance the ability to learn and profit from education, must also be considered. Thus, research, which addresses the social processes in relation to the adult learner and his pyschological environment, is most welcome in that it assists in our understanding of the person's sensitivity to learning and the degree of educability of each individual. (See Figure 1.)

The Sociology of Education

The sociology of education, in describing the group processes to which individuals are subjected and the influence of one group upon another, provides an understanding of the context in which the educational aims are undertaken. The individual perspective focuses upon what the individual brings into that context and the means by which he assimilates his experience of it.[10] Furthermore, because individuals participating in group life have the capacity for common understandings and meanings to guide their behavior, group life becomes possible; and this is the basis on which people work out their respective roles in life. Thus, the sociology of education helps educators understand the ways in which individuals are molded and shaped by the act of participation in groups. Such knowledge helps to explain the actions of human beings as a product of their social experiences and to know that the patterns established in these experiences are usually the result of group membership. Hence, the effectiveness of adult educators is aided by an understanding of the structure and pattern of social organization which in turn enables him/her to choose and design programs which will best serve the interests and needs of the groups.

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[10]D. F. Swift. The Sociology of Education. London: The University of Oxford, 1969, p. 7.

The sociology of education also addresses the issue of control over the human behavior within the educational structure by its finding that the instructional or transmission process further stresses mass conformity and carefully regulates peer experiences under bureaucratic rule.[11] To this, Cave adds

> Schools have become the mechanism by which the minds--fears, hopes, assumptions--of the society's oppressed are controlled. Predictably, schools have been rendered incapable of acting as agents of ideological change, at least of change in the direction resisted by prevailing elites.[12]

Illich addresses this issue also by stating

> The loss of legitimacy of the schooling process as a means of determining competence, as a measure of social value, and as an agent of equality threatens the political systems that rely on schools as the means of reproducing themselves.[13]

It is inherently evident, therefore, that all education is political and that the educational system furthers the political. It is paradoxical, however, that the goal of education--to provide educational experiences which allow for students to challenge the political, socio-economic myths in our society, to perceive more clearly its realities, and to find alternatives and new directions for action--is, in many ways, in direct opposition to the implied function of the educational process. Moreover, it is apparent that there is more than a subtle connections between education, social change, and the collective level and direction of national ability.

All this has particular relevance to adult education, since it is one of the institutionalized ways in our society for people to secure the "know how" to deal with, plan for, and effectuate social change. Hence, adult education's attempt to go from the micro social reality to macro social reality in effectuating social change must be done in a way that is politically palatable to the larger

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[11] William M. Cave and Mark A. Chesler. Sociology of Education: An Anthology of Issues and Problems. New York: MacMillan Co., Inc., 1974, p. 12.

[12] Ibid.

[13] Ibid., p. 523.

society or the group with which it is dealing. Since its aim is to deal with the transference of individual participation to group action and to social change, it is an attempt to place current changes under the control of the whole society and to give the whole of society an awareness of where it is going and to assist it in reaching concensus about how it intends to get there. To this, the Council of Europe reminds adult educators that

> This operation can be carried out only if it is based on solid facts and related to the existing social and political background against which all education is pursued. Therefore, adult education should not conform to any binding pattern, but must always take due account of the actual conditions in which changes take place in society.[14]

Conclusion

London identifies some of the important functions that adult education fulfills in the wider society as

> the means of distributing information, skills, and culture to its adult population so it is better able to deal with the rapidity of change in all segments of human existence. Specifically, some of these functions are as follows:
>
> 1. Provision for education made necessary by societal dislocation--citizenship education for immigrants, retraining due to job obsolescence, rural to urban movement, etc.,
> 2. A remedial function to provide opportunities for education not secured in one's youth,
> 3. Providing for education to help adults deal with their actual experiences in the world of work--on-the-job training, supplementary skill training to perform one's job, or to get another position, in-service training, etc.,
> 4. Duplication of instruction provided by formal education institutions--once vocational specialization is secure, obtaining greater breadth, provision for compensatory activities that provide intellectual and emotional rewards not gained from work and leisure pursuits, a means of testing out a new curricula or interest,
> 5. The provision of vocational education in the face of the rapid obsolescence of skills as a result of rapid technological change,
> 6. The transmission of cultural activities that foster the values of education involving learning, thinking, and reflecting which will contribute to the greater realization of the individual as a human being and as a significant member of society,
> 7. The provision of instruction for the special interests found in a complex society, and

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[14]Council of Europe Secretariat. Permanent Education: A Compendium of Studies. Strasbourg: Council of Europe, 1970, p. 445.

8. The promotion of occupational and social mobility for individual participants.[15]

In relation to social change, then, it may be said that adult education is the mechanism of social change. In former days, education merely served the purpose of changing uninformed persons into persons able to conform with the continuities of the culture in which they were growing up. Now, however, adult education must be both a harbinger of change and an agent of change able to operate at several different levels--the individual, the group, the society.

Finally, it will be the task of education, in general, to shape an "adaptable" man rather than a 'finished' man, as it will become increasingly impossible to teach the requisite flexibility of reaction except through appropriate activities which entail participation and responsibility and which confirm the individual's integrity and ability to shape his own environment. This concept is as acute challenge to all levels of education, since such knowledge cannot be learned from books nor from lectures.

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[15] Jack London, Robert Wenkert and Warren O. Hagstrom. Adult Education and Social Class. Berkley, California: Survey Research Center, University of California, 1963, p. 140 - 141.

PART III

I. A BRIEF OVERVIEW OF THE DEVELOPMENT OF AMERICAN ADULT PUBLIC EDUCATION

Over the years, adult education has often been found in situations of social crises. It has been called into play again and again to help adults solve new problems which arise out of change in circumstances. Historically, the following functions of adult education have evolved:

1. Maintain an adult population up to the standard of competence in the knowledge, wisdom, and skills which society requires,
2. Develop in adults an understanding of the serious problems which interrupt the operations and progress of their cooperative society and prepare them to participate in the solution to problems, and
3. Provide opportunities to attain the highest possible development in attitudes, understanding, knowledge, and quality of human existence toward the goal of the greater self-fulfillment and realization of each individual human being.[1]

The role of adult public education in the performance of these functions is immediately limiting, therefore, in that this term seeks to identify only those adult education activities which are performed at those education facilities which are supported by funds obtained through public taxation. Most writers of public school history agree that this form of public education began in Massachussetts during the early 1800s. However, there is reference to such programs as early as 1661 in New Amsterdam (New York), 1724 in Boston, 1734 in Philadelphia, and 1744 in South Carolina. Huey B. Long, in his Continuing Education of Adults in Colonial America, also makes reference to evidence dated 1690 which refers to the fact that the "evening school" is an acceptable means of providing education. However, as tax supported public schools did not exist in 1690, the term "evening school" should not be used to mean evening use of public schools. It can only be inferred that this term applied to one of the private evening schools operating during that period.

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[1] Gale Edward Jensen, A. A. Liveright, and Wilbur Hallenbeck, editors. Adult Education: Outlines of an Emerging Field of University Study. Adult Education Association of the U.S.A., 1964, p. 7.

For the most part, however, there is agreement among the experts that public school adult education, as defined above, did begin in the early 1800s as a scheme to use public school personnel and resources for the education of adults. There is evidence to indicate that these early programs were intended to serve the educational needs of adolescent boys and girls who were working during the day and who were deficient in the basics or rudiments. In addition to the youth involved in these programs, however, older men and women also took part.

In 1823, the State of Massachussetts first appropriated money for an evening school in the sum of $15. In 1854, this amount was increased to full funding for a public school evening program.[2]

In 1847, New York City evening schools were opened; and 3,000 students enrolled consisting mostly of immigrants seeking instruction in English and citizenship. By 1857, there were twenty-five New York City evening schools operating classes five nights a week including the availibility of high school work.[3]

Cleveland, Ohio began its evening program in 1849; Springfield, Massachussetts began its first program in 1851.[4]

In terms of public legislation, Grattan documents that the

> earliest state law authorizing evening schools was passed in Ohio in 1839. In 1883, Massachussetts passed a law making it mandatory for towns of 10,000 population to provide evening classes. The support of the labor leaders, during this time, for the opening of schools for evening classes helped spread this practice.[5]

In 1904, New York City's Department of Education reported that in its program in the year just ended 4,665 lectures had been attended by over

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[2]James Truslow Adams. Frontiers of American Culture. New York: C. Scribner's Sons. 1944, p. 153.

[3]Ibid., p. 154.

[4]Ibid.

[5]Clinton Hartley Grattan. In Quest of Knowledge: An Historical Perspective in Adult Education. New York: Association Press, 1955, p. 218.

1,300,000 adults.[6] It further states that "adult education is established as a permanent part of our education scheme."[7]

This reference to the term "adult education" was popularized in America by 1924 and gradually came to replace the old phrases referring to evening school which was characterized by remedial or continuation work. With the second large wave of immigration, which peaked in 1928, adult education was firmly engaged in "Americanization" efforts to create a general culture and "urbanization" knowledge which helped transform American from an agricultural nation toward an industrialized one. By 1934, Adams documents the presence of 22,000,000 students in New York City's program with an average public expenditure on the program since 1924 coming to a total of two billion dollars.[8]

The early efforts of deal with the immigrant issue, while helping the immigrants, also helped to establish adult education as a legitimate activity of the public school systems. The enrollments and expenditures on the programs peaked in 1930, but by then twenty-one states were providing state aid, including several which provided for other than Americanization and literacy education.[9]

During the Depression and following World War I, the federal government also helped to firmly establish public supported adult education through legislative action. (See TABLE I: Milestones in Adult Education). The result of such programs was to introduce thousands of people to adult education for the first time and to spread the idea to groups of people and geographical areas which had not previously experienced its utility.

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[6] Op. Cit., p. 154.

[7] Ibid.

[8] Ibid.

[9] Ibid., p. 224.

TABLE I: MILESTONES IN ADULT EDUCATION

1661	Earliest reference to evening schools, New Amsterdam (New York)
1826	First lyceum started, Millbury, Massachusetts
1833	First tax-supported library, Peterborough, New Hampshire
1859	Cooper Union forums opened in New York City
1862	Morrill Act established Agricultural and Mechanics Arts in Land-grant colleges
1873	Society to Encourage Studies at Home founded
1874	Chautaugua institution founded
1876	University extension movement started
1883	The Correspondence University founded at Ithaca, New York
1911	State Board of Vocational and Adult Education established in Wisconsin
1914	Smith-Lever Act established Extension Service in the U.S. Dept. of Agriculture
1914	Moonlight schools established in North Carolina
1917	Smith-Hughes Act established vocational education in public schools for adults and youth above age fourteen
1918	First Vocational rehabilitation law enacted in Massachusetts
1918	First full-time state supervisors of adult education appointed, New York and North Carolina
1924	Department of Adult Education established by the National Educ. Association
1926	American Association for Adult Education organized
1926	National Home Study Council organized
1932	Des Moines, Iowa selected for 5-year forum experiment
1933	Federal emergency program of education started for youth and adults
1935	American Youth Commission organized by American Council on Education
1936	Federal forum project inaugurated by U.S. Office of Education
1940	Vocational and military training established for youth and adults through national defense plan
1942	The Armed Forces Institute (predessor to USAFI) established
1946	UNESCO founded
1947	National Training Laboratory in Group Development organized by National Education Association
1951	Adult Education Association of the United States of American organized
1951	Fund for Adult Education established[10]
1956	Amendment to George-Barden Act of 1946 providing for practical nursing, fisheries, and industrial vocational training
1958	Title VIII - Area Vocational Education and Technical Training
1962	Manpower Development and Training Act. Title II gave legislative birth to Adult Basic Education
1963	Vocational Education Act to expand, improve, and develop new programs in Voc. Ed. available to high school youth and those who have already entered the job market
1964	Economic Opportunity Act (war against poverty). Title IIB provided for ABE as we know it today
1965	Elementary and Secondary Education Act of the greatest significance ever enacted by Congress. Although mainly for children, Adult Education did receive benefits
1966	Adult Education Act granting extended ABE a minimum amount of dollars to each state and continued to "90-10" plan.

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[10] James R. Dorland, "The Impact of Legislation on Adult Education," Washington Adm. of Continuing Educ., 1969, p. 118-124.

Following World War I, the public schools responded to a persistent demand for adult education of a vocational nature; this firmly characterized the period of urbanization and remained a major feature of "night school" until after World War II. The common courses during this period were general academic education, Americanization and elementary education, commercial and distributive education, homemaking, vocational and technical training (other than agriculture) and the practical arts and crafts.[11]

Following World War II, the field of adult education became firmly established as a legitimized area of knowledge. (See TABLE II: Adult Education as a Field).

[11] Ibid., p. 228.

TABLE II: ADULT EDUCATION AS A FIELD

Estimated Participation in Adult Education, 1924 - 1955

Type of Program	Enrollment (in thousands) 1924	1934	1950	1955
Agricultural Extension	5,000	6,000	7,000	8,684
Public Schools	1,000	1,500	3,000	3,500
Colleges and Universities	200	300	500	1,500
Private Correspondence Schools	2,000	1,000	1,000	1,000
Educational Radio and Television	500	5,000	6,000	5,000
Libraries	1,200	1,000	1,500	1,961
Men's and Women's Clubs	1,000	1,000	----[d]	1,525
Parent-Teacher Associations	15	60	"	350
Religious Institutions	150	200	"	15,500
Business and Industry	100	60	"	750
Labor Unions	13	15	"	850
Armed Forces	----a	----a	250	388
Health and Welfare Agencies	----b	----b	----b	6,500
Others[c]	4,681	6,156	10,000	2,000
Total	14,881	22,311	29,250	49,508

[a]Not in operation in 1924 and 1934

[b]This item included under "Others" by Cartwright and Essert

[c]Includes: Alumni Education, Community Organizations, Negro Education, Prison Education, Recreation, Settlements, Special Schools, Theaters, Vocational Rehabilitation, Museums.

[d]Essert included these items in "Others"

[e]This decline does not reflect fewer listeners, but limitation of the later figure to formal enrollment in "telecourses"

[f]Adult Sunday School classes are included. This drastic increase is caused by growth of adult education activities in churches and synagogues and improved reporting procedures.[12]

[12]Malcolm Shepherd Knowles. Adult Education in the United States. New York: Holt, Rinehart and Winston, 1962, p. 151.

By 1957, a "census survey reported that about nine million adults were benefitting from formal instruction; other estimates indicate that at least another forty million were engaged in informal learning activities."[13] Moreover, Jensen reported that during the period 1956-57, the "federal expenditure for adult education was at least $87,000,000 as compared to the $21,000,000 spent in 1948-49."[14]

The 60s were characterized by federal, state, local, and private effort to reach the culturally deprived through adult basic education (ABE) and occupational job-related training. (See TABLE III: National Enrollment Statistics).

Table IV breaks down the national statistics in terms of the incredsing rate of enrollment in adult education both by number and in terms of percentage of the population. (See TABLE IV: Rate of Enrollment).

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[13]Gale Edward Jensen, A. A. Liveright, and Wilbur Hallenbeck, editors. Adult Education: Outlines of an Emerging Field of University Study, 1964, p. v.

[14]Ibid., p. 52.

TABLE III: NATIONAL ENROLLMENT STATISTICS

Course Characteristics	Number of Participants 1969	Percent of Participants 1969	Number of Participants 1975	Percent of Participants 1975
General Education	3,553,000	27.2%	3,518,000	20.6%
ABE	585,000	4.5%	660,000	3.9%
Citizenship	95,000	.7%	50,000	.3%
High School and College	2,907,000	22.3%	2,845,000	16.7%
Occupational	5,816,000	44.6%	2,845,000	16.7%
Community Issues	1,202,000	9.2%	1,699,000	10.0%
Personal and Family Living	1,580,000	12.1%	2,532,000	14.8%
Social and Recreation	1,552,000	11.9%	2,714,000	15.9%
Other	510,000	3.9%	451,000	2.6%
Reason for taking course:				
General Information	1,856,000	14.2%	2,330,000	13.7%
Job Improvement or Job Advancement	5,898,000	45.2%	7,123,000	41.8%
New Job	1,423,000	10.9%	1,962,000	11.5%
Community Action	342,000	2.6%	450,000	2.6%
Personal or Family Interest	2,588,000	19.8%	4,730,000	27.7%
Social or Recreational	870,000	6.7%	1,327,000	7.8%
Other	1,270,000	9.6%	1,004,000	5.9%

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[15] Department of Health, Education and Welfare, National Center for Education Statistics. Washington, D.C., 1976, Summary Table F.

TABLE IV: RATE OF ENROLLMENT

	Number of Participants 1969	Percent of Population Participating	Number of Participants 1975	Percent of Population Participating
Adults 17 and over	13,041,000	10.0%	17,059,000	11.6%
Adults 17 - 34 only	6,956,000	14.4%	9,604,000	16.0%
Adults 35 - 54 only	5,037,000	11.0%	5,829,000	12.7%
Adults 55 and over	1,048,000	2.9%	1,627,000	4.0%

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16"Public School Adult and Continuing Education in Michigan." MAPACE, April, 1977, p. 4.

The late 60s and 70s was a period of entrenchment for adult education. During this time it began to provide facilities and services in cooperation with and to assist other non-school agencies. Cave referred to this relationship as one of "co-sponsorship."

The by-words of the 70s were courses which dealt with learning to cope, leisure-time activities, career education, and life-long learning. In addition, by now, several full-time high schools had been established for adults, most notably in Flint, Michigan under the aid of the Mott Foundation.

Table V presents data relating to participation and sponsor during 1969 and 1975. (See TABLE V: Part-Time Participants in Adult and Continuing Education by Sponsor).

Current trends indicate that when employment is down, adult education is up! Adult education trends point to continued high enrollments with particular interest in courses dealing with self-fulfillment, learning to cope with change, and up-dating or shifting technical/vocational knowledge and skills. This trend is being re-inforced by the professions in hand with state and national legislation calling for mandatory up-dating in these areas.

TABLE V: PART-TIME PARTICIPANTS IN ADULT AND CONTINUING EDUCATION BY SPONSOR

	Year Ending 1969 Participation	Percent	Year Ending 1975 Participation	Percent
Sponsor of Course:				
Grade school or high	--	--	1,881,000	1.0
Public	1,970,000	15.1	1,807,000	0.6
Private	--	--	36.000	0.2
Not reported	--	--	48,000	0.3
2-year college or technical-vocational institute	--	--	3,020,000	17.7
Public	1,550,000	11.0	2,790,000	16.4
Private	--	--	196,000	1.2
Not reported	--	--	64,000	0.4
Vocational, trade, or business school	--	--	1,469,000	8.6
Public	--	--	814,000	4.8
Private	1,504,000	11.5	628,000	3.7
Not reported	--	--	36,000	0.2
4-year college or university	2,831,000	21.7	3,257,000	9.1
Public	--	--	2,358,000	3.8
Private	--	--	904,000	5.3
Not reported	--	--	83,000	0.5
Employer	2,274,000	17.4	2,605,000	15.3
Community organization	1,554,000	11.9	1,784,000	10.5
Labor organization or professional association	--	--	1,035,000	6.1
Tutor or private instructor	--	--	1,184,000	6.9
Government agency	--	--	1,367,000	8.0
Correspondence school	--	--	606,000	3.6
Hospital	40,000	0.3	--	--
Other	2,512,000	19.3	1,319,000	7.7
Not reported	54,000	0.4	71,000	0.4

[17]

[17] Op. Cit.

Adult Public Education in Michigan

Dain's Education in the Wilderness first makes reference to adult education when in the winter of 1830 a lecturer, Mr. Douglass Houghton was invited to spent the winter in Detroit to "deliver a course of public lectures on the mechanical powers of chemistry and natural history. In that same year the Lyceum was started."[18]

Columbus, however, said that the state of Michigan can trace adult education to its inception when a young teacher from Vermont, H. A. Hobart, accepted a position as schoolmaster of the one-room school at the village of Cliff Mine in the Keweenaw Penninsula. "Master Hobart began his work in the autumn of 1862 and in that same winter was holding evening class for adults. His charge composed of working men from 15 to 50."[19]

In 1906, Columbus adds that the Alien Education Law was enacted which authorized the Superintendent of Public Instruction, along with the cooperation of the boards of school districts, to provide for the education of aliens and native illiterates over the age of 18 years.[20]

During this early period of the founding of the adult education program in Michigan, Frank Cody, then supervisor of adult education for the Detroit Public Schools, enumerated the goals of adult education as he saw them in the following manner:

1. To help the immigrant in the best possible manner to make his or her own adjustment to life in the United States,
2. To provide an opportunity to those whose education was interrupted for one reason or another to continue their studies,
3. To aid those who wish to advance in their chosen work or to make a change in their vocation; and
4. To help those who wish to expand their cultural and avocational interests due to the availability of leisure time.[21]

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[18]Floyd R. Dain. Education in the Wilderness, Lansing: Mich. Historical Commission, 1968, p. 163.

[19]Frederick Columbus. The History and Development of Public School Adult and Community Education in Michigan. Lansing: Mich. Dept. of Educ., 1978, p. 2

[20]Ibid., p. 7

[21]Ibid., p. 26-27.

During the 1940, what is known as the basic law for adult education was passed, namely; Section 9a of Public Act 175 which passed in 1943. This authorized the boards of education of all school districts, except primary districts, to provide instruction for all adults, to employ necessary teachers, and to provide the necessary equipment. This law is presently identified as Section 1293 of Public Act 451 of the New School Code of 1976.[22] Public Act No. 285 in 1964, in effect, removed the age limitation for purposes of counting membership in the public schools for those adults who are working toward a high school diploma. In 1966, the adult education program was integrated into the elementary and secondary amendments of Section 306 of the Adult Education Act (Public Law 91-230 III).[23]

The following table indicates the path of the development of early adult education programs in the State of Michigan:

TABLE VI: DEVELOPMENT OF EARLY ADULT EDUCATION IN MICHIGAN

Year	Place	Time	Intent
1872	Grand Rapids	night	Hollander furniture workers
1875	Detroit	"	Factory workers
1886	Battle Creek	"	Aliens, native illiterates
1895	Calumet	"	Working Adults
1900	Kalamazoo	"	In response to community need
1911	Jackson	"	Adults
1913	Houghton-Hancock	"	Immigrant adults
1914	Flint	"	Adults
1914	Lansing	"	Upgrade workers, aliens, homemaking
1916	Marquette	"	English to foreigners[24]

[22] Ibid., p. 41.

[23] Ibid., p. 62. - 63.

[24] Ibid. (In summary of the literature of the book)

In 1934, the Superintendent of Public Instruction remarked that "the education system must be regarded as the basic source of adult education responsibilities."[25] This statement is significant in that it placed the responsibility for adult education firmly in the public sector as contrasted with say, industry for instance.

In 1935, this thinking was taken one step further by C. S. Mott in the Community Education Movement in Flint, Michigan. This new concept promoted the use of the community schools for adults of all ages for instructional purposes.

University Extension

In 1887, Kidd reports that, as a result of a lecture before the American Library Association, three cities, Buffalo, Chicago, and Saint Louis, began university extension work as an adjunct to the work of the city libraries. However, research indicates that the movement had not yet reached the colleges. In 1889, Teachers College, Columbia University, began certain elementary courses for teachers in New York City and the adjoining towns.

> In 1891, a National Congress of University Extension met at Philadelphia. It was reported at the Congress that, from 1887 to 1891, 28 States had begun university extension in some form. 12 institutions organized extension teaching between 1892 and 1906. Between 1906 and 1913, 28 institutions organized university extension and 21 others re-organized their work in this department.[26]

Of all institutions, the program of the University of Wisconsin was the most outstanding and was reported to be the greatest pioneer and classic example of a "peoples' university." Between 1918 and 1919, their total enrollment was 43,413.[27]

University extension, as it is now understood, includes all outside

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[25] James Robbins Kidd, ed. Learning and Society. Toronto: Canadian Assoc. for Adult Education, 1963, pp. 96-97.

[26] Ibid.

[27] Ibid.

university service and certain types of work done at the university, including conferences, weekend seminars, summer schools, etc.

Independent and Residential Centers

The independent center is one of the few forms created expressly for the education of adults that is free from control by institutions established for other purposes, including theoretical freedom from public funding controls. It has been implemented to impact both personal development and the community setting.

The beginnings of this movement was with the Chautaugua Institute in Chautaugua, New York and the John C. Campbell Folk High School in Brasstown, North Carolina. The latter is one of the few remaining examples of a successful American adaptation of the Danish Folk School idea. Campbell's goal was to enrich the whole content of rural life. The Cambell school was based on the philosophy that, through an enlightened and enlivened citizenry, there would be a more inspiring community life and a social order more satisfying to people.

Some independent centers are general in purpose while others are not. Independent centers include the Boston Center for Adult Education, the Cambridge Center for Adult Education, the Baker-Hunt Foundation in Cincinnati, the Watkins Institute in Nashville, and Cooper Union in New York. Others of a general purpose and semi-autonomous nature include the Junto in Philadelphia, the Mott Foundation in Flint, Michigan, and a number of adult schools in New Jersey.[28]

Other centers may be more of a special purpose nature. Examples of these autonomous centers might include nonprofit art centers, music schools, etc. An example of this type would be the Penland School of Handicrafts in Penland, North Carolina, built on the belief that contributions to the development of the whole person could be made through the fine and applied arts. The Cold Spring Institute in Cold Spring-on-Hudson, New York provides a program

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[28]Gale Edward Jensen, A. A. Liveright, and Wilbur Hallenbeck, eds. Adult Education: Outlines of an Emerging Field of University Study. Adult Education Assoc. of the U.S.A., 1964, p. 45.

of studies which meets the needs of persons over fifty-five. The content includes lectures, discussions, creative writing opportunities, do-it-yourself activities, musicals, and a physical exercise program. The Clearing, in Ellison Bay, Wisconsin, provides for a greater appreciation of nature, the development of a fuller life, and a better understanding of urban and rural peoples.[29]

A number of independent residential centers have some sort of affiliation with larger institutions, such as universities or labor unions, but maintain a considerable degree of autonomy in their policy control. Examples of this type include the Pocono Peoples College at Henryville, Pennsylvania; the Opportunity School at Berea, Kentucky; the American Peoples Schools at Gladden, Missouri; the Opportunity School of South Carolina; the Lisle Fellowship; the National Training Laboratory at Bethel, Main; the American Assembly at Arden House, Harriman, New York; and the Residential Seminars on World Affiars, run at various university centers.[30]

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[29]Malcolm Shepherd Knowles. Adult Education Movement in the United States. New York: Holt, Rinehart and Winston, 1962, p. 146 - 148.

[30]Gale Edward Jensen, A. A. Liveright, and Wilbur Hallenbeck, eds. Adult Education: Outlines of an Emerging Field of University Study. Adult Education Association of the U.S.A., 1964, p. 45.

PART IV

I. RELATING EDUCATION TO WORK

Introduction to Workers' Education

Workers' education differs from other forms of adult education in that it approaches the students as a member of a social class rather than as an individual learner. The main goals are to promote ideals and the movement toward specific political ends over time. Concealed in these ends, however, is the struggle between the use of workers' education to strengthen and extend the labor movement and education that would open the way to full participation at the work place and, thereby, also in the wider cultural inheritance.

From labor's point of view, public schools have traditionally been considered hostile to union interests. The feeling was that education--like other political privileges--is along property lines. In addition, labor educators and leaders have noted that "quantity" education can mean that people receive "education" and "culture" without having gained control over production or their society. Therefore, present efforts attempt to integrate workers' education with the society and to give an appreciation for workers' cultural movements within the educational framework of society wherein education becomes a catalyst for change of the society. In this way, it it hoped that workers' education and education in general will integrate with life and with production. This is, incidentally, as Marx pointed out, i.e. that industrialization is the parent of the labor movement and that economics, politics, and education are all interrelated.

Today, should a reinterpretation of the Morrill Act equate "mechanic" education with agricultural education at the university level and possibly the high school level, this would fling open the door to workers' cultural movements and would have broad public implications. In this case, a course

in collective bargaining would be seen as commensurate in importance as a course in crop rotation or a course in American History as important as a course in Labor History. For years, the future leaders of business and farming have been trained through the public school system; to train future labor leaders or future workers through this same medium does not seem too philosophically removed at all.

Historically, however, it has been felt that the best way to reach workers as potential customers of education is through their union. The reasons for this may be summarized briefly as

1. The educational needs of workers arise out of their participation in union affairs. Thus the union is often the only instrumentality for bringing such education to workers.
2. In unions, workers meet as a homogeneous group bound together by common experience, problems, and needs.
3. Workers appear to be more alienated from the rest of society, and with the possible exception of church membership, the union is the only organization in which they hold membership. Therefore, the union becomes the conveneient and practical channel for educational group contacts with workers.
4. Workers' education, like adult education in general, lacks any coercive element. It must operate in an atmosphere of acceptability which can be achieved through close consultation and planning with union leaders on course content, time and place of meeting, slection of teachers and teaching materials.
5. Workers often have little formal education, usually less than have those they may meet in general adult education classes. In such outside settings, the worker may tend to lose self-confidence, feel inferior, clam-up or become aggressive. Moreover, the worker will drop-out of outside educational settings.
6. Using the union as a center of educational activities results in maximum efficiency in the use of educational techniques, materials, and methods--all of which can be specifically tailored to the needs of the group.[1]

In closing, from the adult educator's point of view, we must investigate the labor movement not only to understand the educational problems which face our society but also to provide new educational and cultural opportunities for workers under their own control. As the achievement of participation at all levels of decision-making processes within the economic, political, social,

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[1]Joseph Mire. Labor Education. Inter-University Labor Education Committee, Straus Printing Company, 1956, pp. 20-21.

and cultural fields are seen as the current objectives for modern man, it is time to use all workers to the fullest in educative and cultural activities. Furthermore, it is now evident that anyone who is educated to less than his/her potential is an economic liability.[2] To this Striner adds,

> In a society of constant change, large numbers of people who remain frozen in their value systems or ways of seeing things become a retarding force in that society. Likewise, in an economy which is based upon technological change, where the rate of change itself is of importance, the presence of a large number of adults whose inadequate level of education or training forces them out of the new economy also becomes a retarding force in that economy.[3]

Therefore, both from the point of view of national human resource development imperatives and the need to integrate work and life more closely, adult educators find themselves in a position to utilize the workers' movement and to cooperate in its programming to attain mutual goals.

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[2]Jack London, Robert Wenkert, and Warren O. Hagstrom. Adult Education and Social Class. Berkeley, Calif.: Survey Research Center, Univ. of Calif., 1963, p. 148.

[3]Herbert E. Striner. Continuing Education as a National Capital Investment. Kalamazoo, Michigan: The W. E. UpJohn Institute for Employment Research, 1972, p. vii.

II. HISTORY OF WORKERS' EDUCATION

Introduction.

In colonial times, what we now call vocational education was covered by home training and "domestic" apprenticeship; this arrangement sufficed until the end of the eighteenth century. As the techniques of production changed and the home ceased to be a self-contained economic unit, an increasing interest was expressed in learning "useful knowledge" and the use of tools. This interest grew throughout the period of 1780 - 1865 and was expressed through the founding of many libraries and institutes for mechanics and merchants' clerk. The Mechanics Apprentice Library of Boston and the New York Mercantile Library were opened in 1820. This stimulated the opening of similar institutions in a number of larger cities throughout the country.

The purposes of the mechanics institutes were to (1) provide a more continuous and deeper level of educational opportunity for this population group and (2) institutionalize vocational education (referred to then as training in the manual arts or manual training).

Originated in England, the mechanics' institute was transplanted to this country with the foundation of the Franklin Institute in Pennsylvania in 1824. Its purpose was "the advancement of science and the mechanic arts, the increase of useful knowledge, the encouragement of invention and discovery, and the education of the public in the achievements of science and industry."[4] Similar institutes were subsequently establised in Boston in 1826 and later in New Haven, Rochester, New York, and other cities.[5]

However, a viable substitute for the old apprentice system was hard to find and when found had to be revised considerably. Early experiments

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[4]Malcolm Shepherd Knowles. Adult Education in the U.S. New York: Holt Rinehart and Winston, 1960, p. 15.

[5]Ibid.

included the so-called manual-labor schools which were popular in the 1830s and 40s. Of these, the most enduring was what has come to be known as the Rensselaer Polytechnic Institute which began around 1824. It pioneered in the education of engineers and graduated the first class of engineers in America in 1835. This program became the forerunner of scientific courses at Union College (1845), Sheffield Scientific School at Yale, and the Chandler Scientific School at Dartmouth (1852). The Massachussetts Institute of Technology was founded in 1862.[6]

The problem of making vocational education something less than a college curriculum, however, still existed. The problem was, therefore, to find a pedagogically sound way to organize the shopwork. The pioneer efforts here included Cooper Union (1859), Franklin Union, Spring Gardens Institute in Philadelphia and the Ohio Mechanics Institute in Cincinnati, all founded during the 1850s.[7]

The Worcester County Massachussetts Free Institute of Industrial Science was unique in that it was designed to serve all comers. It was founded in 1868 as a philanthropy. This set the ball rolling and made feasible such schools as the Pratt Institute at Brooklyn, New York (1887) and the Drexel Institute in Philadelphia (1891). The first manual training class offerred at the high school level was in 1882 in Montclair, New Jersey. Its great period of diffusion was from 1880 to 1900.

To illustrate the importance placed upon such training, John Milton Mackie writes in 1856 that

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[6]Clinton Hartley Grattan. In Quest of Knowledge: An Historical Perspective on Adult Education. New York: Association Press, 1955, p. 210.

[7]Owen D. Evans. Educational Opportunity for Young Workers. New York: The MacMillan Co., 1926, p. 22.

> the genius of this new country is necessarily mechanical. Our greatest workers are not in the library, nor the capital, but in the machine shops. The American people is intent upon studying . . . . how to apply the powers of nature to the work of manufacturing its rich materials into forms of utility and enjoyment. The youth of this country are learning the sciences, not as theories, but with reference to their application to the arts. Our education is no genial culture of letters, but simply learning the use of tools.[8]

The need for vocational training was so great that federal legislation became necessary which would prepare workers for the more common occupations in which the great masses of people find employment. In an effort to infuse vocational education into the high school curricula, the Smith-Hughes Act of 1917 provided for industrial arts. This funding was later expanded to cover evening school programs in order to deliver vocational knowledge to workers over 16 years of age.[9]

In 1920, Vocational Rehabilitation was provided for by law and was also subsequently expanded in 1943.

For reasons suggested earlier, there was still interest in reviving apprenticeship training. The first State to pass a law on this was Wisconsin (1915); and during the 1920, a campaign was carried on resulting in a national apprenticeship act (The Fitzgerald Act of 1937).

Role of Proprietary Schools

In 1925, it was estimated that the money expended in fees to profit-making correspondence schools was in the neighborhood of $70,000,000.[10] About eighty percent of these schools were owned or controlled by private individuals and the balance by partnerships and stock companies.

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[8] Op. Cit., p. 208.

[9] Ibid., p. 123.

[10] Malcolm Shepherd Knowles. The Adult Education Movement in the U.S. New York: Holt, Rinehart, and Winston, 1960, p. 131.

While a few of them specialized in elementary school, high school, and college courses, the vast majority specialized in vocational subjects. However, as the legal status of private correspondence schools in most States was that of a business enterprise, they managed to operate almost without supervison or restrictions and in many instances exploited the adults who enrolled in their programs.

A wide variety of private schools--some of them holding classes in store fronts, others in office suites, and others in elaborate plants--also came into being in a manner parallel to the correspondence schools and with many of the same virtues and vices.

A combination of personal initiative, public legislation, and affiliative federation gradually improved their educational practices and forced rising standards.

The three coordinative organizations which serve this segment of the adult education field are (1) the National Association and Council of Business Schools, (2) the National Home Study Council, and (3) the National Council of Technical Schools. Of these, the first two have identified themselves quite closely with the adult education movement through their participation in the Council of National Organizations of the Adult Education Association. [11]

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[11] Ibid., pp. 172-173.

III. WORKERS' EDUCATION UNDER WORKERS' CONTROL

History

In 1879, the Workingman's Institute was set up in Canton, Maryland as an effort of Johns Hopkins University to reach manual workers. There, the University maintained a reading room and circulating library offering lectures and giving evening instruction in vocational subjects. Out of this venture was to grow the idea of university extension and the proliferation of mechanics' institutes.

In 1898, Thomas Davidson inspired the establishment of the Breadwinners' College in New York City to disseminate knowledge of the classics to workingmen. This was an unique attempt in that it sought to provide a means by which the cultured and uncultured man might meet socially on common ground.[12]

In 1895, a residential labor college was established at Fenton, Missouri. Originally called Avalon College, it was renamed Ruskin College in 1900.[13]

In 1900, another residential labor college was established in Arkansas, and this was followed by the establishment of the Rand School of Political Science in 1906. This school drew the majority of its students from the needle work trades in New York City but later from all over the country.

Most significant to future trends, however, was to be the establishment of the Womens' Trade Union League in 1903 and the International Ladies Garment Workers' Union in 1916 followed by the establishment of the Amalgamated Clothing Workers' Union in 1919.

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[12] Ibid., p. 45.

[13] Ibid.

In 1913, the National Womens' Trade Union League set up, in Chicago, the first training school for women organizers. In 1918, the AF-L appointed a committee to make a report on workers' education which was adopted by the Federation the next year and served to link up labor education with the union movement.[14]

In June, 1921, Bryn Mawr College started the first summer school for women workers in industry; and in August, the Opportunity School for Mill Operatives was opened in Tamassee, South Carolina.

Similar summer schools were started at Barnard College, Columbia University, the University of Wisconsin, Oberlin College, and at various other places in the South and on the Pacific Coast. These summer schools eventually formed themselves into the Affiliated Summer Schools for Women Workers in Industry.[15]

After World War I, the Communist Party established schools called Workers' Schools, but these were later called subversive and were either renamed or closed. These schools served mainly to indoctrinate more intensely those already influenced and to serve the fringe groups of the labor movement rather than the main masses.

In 1921, the Workers' Education Bureau (WEB) was founded in New York with contributions from individuals and the Carnegie Corporation. Its purpose was to coordinate, give direction to, and stimulate the development of workers' education. This was the first attempt to coordinate the adult education work of the union movement. Knowles presents its exact goals as to

> connect and disseminate information relative to efforts at education on any part of organized labor; to coordinate and assist in every possible manner the educational work now

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[14] James Truslow Adams. Frontiers of American Culture. New York: C. Scribner's Sons, 1944, p. 205.

[15] Ibid., pp. 206-207.

being carried on by the organized workers, and to stimulate the creation of additional enterprises in labor education throughout the United States.[16]

The WEB was accepted as a collaborator by the AF-L, which had previously refused educational support. When the AF-L later merged with the CIO, the WEB became the educational office of the AFL, while the educational work of the CIO was initially handled by its Department of Education and Research and by its Community Services Committee.[17] The continuing tensions which existed for some time, as a result of this merger, however, may account for the relative inactivity in the general adult education movement.

It is of interest to note that the WEB was active in the process of founding the American Association for Adult Education. Also, between 1926 and 1933, the American Association for Adult Education made grants to the WEB totalling $99,000 for general support, publications, and institutes.[18]

By 1940 at the latest, the following internationals had all formed internal educational programs:

United Automobile, Aircraft and Agricultural Implement Workers (United Automobile Workers of America)
Building Service Employees, AF of L
Chemical Workers, AF of L
Amalgamated Clothing Workers, AF of L
International Brotherhood of Electrical Workers, AF of L
Communication Workers, CIO
International Ladies' Garment Workers, AF of L
International Association of Machinists, AF of L
American Newspaper Guild, CIO
Oil Workers, CIO
Packinghouse Workers, CIO

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[16] Op. Cit., p. 166.

[17] Clinton Hartley Grattan, ed. American Ideas about Adult Education. New York: Bureau of Publications, Teachers College, Columbia Univ., 1959, p. 247.

[18] Op. Cit., p. 166.

Pulp, Sulphite and Paper Mill Workers, AF of L
International Brotherhood of Paper Makers, AF of L
Brotherhood of Railroad Trainmen, Independent
Rubber, Cork, Linoleum and Plastic Workers, CIO
American Federation of State, County and Municipal Employees, AF of L
United Steelworkers of America, CIO
Textile Workers of America, AF of L
United Textile Workers Union, CIO[19]

The American Labor Education Service was organized in 1927 to loosely coordinate the activities of workers' summer schools but later broadened its program to stimulate educational programs among trade unionists with an emphasis upon demonstration and experimentation in the field of labor education. The ALES has also given consistent support to the American Association for Adult Education and the Adult Education Association of the U.S.A.[20]

The New Deal, however, brought about a change in labor education; i.e. it was now recognized that education must be broadened from the affairs of business unionism to include rank and file and to assist them in adjusting to changing social conditions.

Moreover, the workers' educational program of the Works Progress Administration had demonstrated the feasibility and need for a mass program of continuing education for workers. It had also trained a large number of teachers and leaders of adult education activities who were subsequently absorbed into trade union education departments when the WPA was dissolved. An outgrowth of one such placement directly influenced the educational program of the UAW whose educational approach reflected concern with both political and social issues.

Following World War II, labor's attention began to focus increasingly on the community problems facing the workers as whole human beings. This

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[19]Clinton Hartley Grattan. In Quest of Knowledge. New York: Association Press, 1955, p. 248.

[20]Malcolm Shepherd Knowles. The Adult Education Movement in the U.S. New York: Holt, Rinehart, and Winston, 1960, p. 168.

is in contrast to earlier programs which were mainly limited to training of trade union leaders and to a smaller measure to vocational training. Now, programs were expanded to include improving the individual's ability to participate in group efforts, increasing understanding of production, labor and social security legislation and education for better living (consumer education, cultural education, use of leisure time, etc.)

Furthermore, the pattern of cooperation with educational institutions, which had been established during WWI, persisted and developed after the War. Liasons between unions and universities sought to "expand the scope and volumn of labor education and to improve and encourage cooperation between labor and non-labor agencies in the field of education."[21] (See Appendix A)

In 1957, the National Institute of Labor Education (NILE) was founded to expand the scope of labor education and to enlarge the cooperation between labor and non-labor agencies in the field of education. This was an outgrowth of the Inter-University Labor Education Committee which had been founded in 1951 to function as a mechanism for continuing university-trade union cooperation.

In 1957, Labor Education became a Sectional Affiliation of the AEA. (See Appendix B).

By 1961, it was recognized by the field of adult education (Knowles) that the "multi-million membership of the organized labor movement constituted the most under-developed constituency of adult education in the U.S."[22]

Throughout the 70s there was increasing concern in union programs

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[21] Ibid., p. 93

[22] Ibid., p. 83.

for education aimed at the development of the human being consisting of such subjects as sculpture, ceramics, music appreciation, painting, drawing, sports, health, and liberal arts. There was also an increasing awareness in the use of political education not only to influence members but also the public sector through public policy directed at wide social change.

Current concerns deal with safety education, COPE programs, political education programs, and programs designed to influence the white collar worker. This does not include international educational activities, however.

In addition, the UAW has pioneered a two-week labor history program which has already been offered in some Michigan high schools. The UAW's continued efforts to upgrade its membership has spearheaded innovative labor programs throughout the United States under the cooperative efforts of Wayne State University. Such efforts as well as cooperative efforts with two-year and community colleges have popularized weekend seminars, workers' culture programs, conferences, and external degree programs designed to assist the worker in obtaining college credit. (See Appendix C and Appendix D for representative labor programs and innovative college programs respectively.)

Of course, by now, the labor movement has established many residential centers. The Walter and Mae Ruether Center in Michigan is one of the most notable UAW centers, but the UAW also has an Oregon Center which trains out-of-school youth in beginning employment skills.

In closing, the context of the evolving relationship between workers' education and higher education has been to give labor the knowledge, skills, and techniques to bargain in an informed and intelligent manner and to allow its members to participate in an informed manner at the workplace.

At this level, an effective workers' education program, therefore, is concerned with the human and social implications of collective bargaining as well as with economic facts. It realizes that the out-of-plant problems of workers are just as important as the in-plant problems; and it is, thereby, concerned with more than just the employment contact.

> It endeavors to make the worker a better person, and a participating citizen in the community. It is designed to enable workers to understand their own experiences and problems. It condusts workers' education activities with the aim of assisting workers with their felt needs, problems, and interests.[23]

This approach is the result of asking labor what it wants and expects before it attempts to find the answers. "It attempts to provide broad economic, political, and social background as well as 'bread and butter' skills and techniques."[24] This, then, provides a common meeting ground for academecians and the labor movement. However, such an approach is not without some criticism normally arising from the leaders of American management who claim that these college and university activities are under the control of the labor movement. Their suggestion is to place these programs within the schools of business administration or to otherwise open them up so that emphasis could be given to the need for labor to appreciate management's problems. Therefore, management thinks more in terms of labor-management education than in terms of workers' education.

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[23] Irvine L. H. Kerrison. Workers' Education at the University Level. New Brunswick, New Jersey: Rutgers Univ. Press, 1951, p. 119.

[24] Ibid.

Selected Union Programs

Garment Workers. The Women's Trade Union League (founded, 1903) was made up of young women workers and "allies" from among women of leisure who were interested in helping to promote organization, education, and legislation. The program which grew out of this cooperation is said to have been the original trade union worker education program for the rank and file memberships. The efforts of these women helped to build a program by which workers could help themselves

In the League's attempts to train its leaders, it set up a training school in 1910 in Chicago. This was probably what was to become the first national workers' school in the country. Its curriculum included "folk dancing, labor chorus, and literacy club along with trade union tactics and labor legislation."[25] This school, however, went out of existence after the Summer Schools for Women Workers were established.

However, the real pioneering efforts of workers' education clearly belong to the International Ladies' Garment Workers Union (ILGWU) in New York City. Their educational activities were started in 1916 under the leadership of Fannia M. Cohen.[26] Ms. Cohen saw workers' education as a right to develop in terms of culture as well as economic values, i.e. education for workers transends the mass struggle. As a result of this philosophy, the ILGWU was the first trade union of AF - L affiliation to inagurate a system of workers' education for its membership.

In 1928, its education committee had declared:

> We make it clear to them that the work of their Education Department is based on a conviction that the aims and aspirations of workers can be realized only through their own efforts

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[25] T. R. Adam. The Worker's Road to Learning. New York: American Association for Adult Education, 1940, p. 33.

[26] Clinton Hartley Grattan. In Quest of Knowledge; An Historical Perspective on Adult Education. New York: Association Press, 1955, p. 247.

> in the economic and educational fields, and that while organization gives them power, true education will give them the ability to use their power intelligently and effectively.[27]

However, as the trade union needed both informed members and leaders, it undertook to conduct "Workers' University" classes twenty-four weeks of the year at the Washington Irving High School on Saturday afternoons, Sunday mornings, and at the union headquarters a number of evenings during the week.[28]

> This "Workers' Univiersity," as it is called, was to symbolize an involvement in workers' education that in almost eighty years of ILGWU history has never lapsed.[29]

The ILGWU, through its Education Department, also maintained a scholarship at Brookwood Labor College, which had been established in 1921 by AF - L unions. In addition, it relied upon the Vineyard Shore School to provide programs to its membership, and together, these schools provided year-round leadership labor education programs. However, the greatest support of the trade union movement came from Brookwood.

Brookwood was a residential school with a three-year program. Until 1937, this school served as a major training center for labor leaders. At this time, the AF - L withdrew its support due to the left-wing orientation of the school.[30] This school then like many others suffered decline during the Depression, and the workers education movement had a serious struggle for existence.[31]

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[27]Marius Hansome. World Workers Education Movements. London: P. S. King and Sons, Ldt., 1931, p. 227.

[28]"A Brief History of the ILGWU." New York: ILGWU. (n. d.), p. 12, (mimeographed).

[29]Ibid.

[30]Thomas E. Linton. "A Historical Examination of the Purposes and Practices of the Educational Program of the UAW 1936 - 1959." Doctoral dissertation, submitted to the University of Michigan, 1960, p. 61.

[31]Owen D. Evans. Educational Opportunities for Young Workers. New York: The MacMillan Co., 1926, p. 4.

The ILGWU Education Department also conducted a program of summer lectures at Workers' Unity House, which was situated in the "blue hills" of Pennsylvania. Moreover, its leadership participated in institutes organized by the WEB held in cooperation with various universities.

> In 1950, the ILC established a school to develop labor leaders, a workers' "West Point." The school was the first ever created for training union personnel.[32]

Today, educational efforts are turned outward to the American consumer in an effort to teach the country the highlights of union history and the essentials of the ILGWU's purposes. In addition,

> the continuing need to train shop stewards, and the growing complexity and impact of developments outside the shop and the union, have lead to weekends, seminars, and courses jointly developed by union and colleges as their leadership, acquired in part from the trade unions, have discovered the educational potential of relations with the unions.[33]

Textile Workers. "For 150 years, textile workers made the nation's cloth, but ironically could not afford to clothe themselves."[34] While the conditions which augured for the formation of unions in the northern and eastern maufacturing States were bad, in the southern mill towns they were worse. The mill operatives differed considerably in political comprehension, ethnic background, and occupational background. During the second wave of immigration, land was no longer available to homesteaders, and what land was available was not suitable to supporting a family after the Civil War. As the north eastern mill operations moved South in search of cheap labor, mill towns sprang up consisting of families who had left the farm, the mountains, or been lured from the cities by employment agents. In 1929, however, for a 72-hour week, the mill worker could expect only about $9.00.

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[32]"A Brief History of the ILGWU." New York: ILGWU. (n. d.), p. 20.

[33]"Justice, 75th Anniversary Almanac." New York: ILGWU, May 1 - 15, 1975, p. 5. (internal newspaper).

[34]"They Said It Couldn't Be Done: A History of the Textile Workers' Union of America AFL - CIO - CLC." New York: TWU, (n. d.), p. 1. (booklet)

These intolerable conditions persisted until in 1937 the CIO turned its attention to the textile industry and took on the task of working to organized its 250,000 workers. Even through these attempts were continually frustrated, by 1939 the essentials for the establishment of a permanent union had been achieved and the Textile Workers' Union of America - CIO was officially formed.

During this long period of struggle, however, the education of adult mill operatives had been considered. In fact, Herring documents a reference to this consideration as early as in 1874.[35] In his book, Lyon states that "from that time to the present, night classes for mill workers have appeared and disappeared."[36] During World War II, "moonlight" schools were popular also, but the greatest impetus to education for under-privileged whites came with the passage of Smith-Hughes which provided for night classes in subjects relating to a vocation. This popularity is evidenced by the fact that "187 evening centers in South Carolina in 1931-32 enrolled 4,072 students.[37] The curriculum of these centers included mill calculations, loom fixing, weaving, and carding. Throughout the South, the high school vocational courses also gave instruction in general shop practice and textiles.

Continuation schools were also popular in South Carolina. Most of these schools were in mill villages and enrolled children over fourteen years of age.

A most valuable program in adult education is attributable to Will Lou Gray and her Opportunity School. The Opportunity School was a summer institute

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[35] Ralph Muse Lyon. The Basis for Constructing Materials in Adult Education for Carolina Cotton Mill Workers. New York: Teachers College, Columbia Univ., 1937, p. 51.

[36] Ibid.

[37] Ibid.

for under-privileged white adults and was held at Clemson College in South Carolina.

Also in South Carolina was located a People's College, which is an adult institution attached to a high school system. There, courses in English, business law, international problems, and contemporary affairs were offered..

The Textile Institute was founded in 1911 as a junior college and was also located in South Carolina. Its curriculum was planned so that the students could work a week in the cotton mill and then study for a week at the Institute.

At the Southern Summer School for Women Workers at Brunsville, North Carolina, labor history, English, economics, and creative writing were successfully integrated into a program of study.

Also in North Carolina, in a program similar to that of the Southern Summer School for Women Workers, the Carolina School for Workers was established at High Point. The goal of this institution was said to be "education for a cooperative society."[38]

AFL-CIO. The second wave of immigration after 1890 was absorbed to a great extent by mining and the expanding manufactures, most notably the steel industry. Since these immigrants tended to segregate themselves into racial and language groups, their assimiliation into the wider culture was much more difficult than that encountered by previous immigrants from northern Europe. Hence, "Americanization" classes began dating approximately 1915. Such classes were to assist the more than 250,000,000 immigrants who came from southern, eastern, and south-east Europe. Adams, however, suggests

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[38] Ibid., p. 54.

> this whole Americanization movement had been born out of terror and humanitarianism under the leadership of the United States Office of Education and the Bureau of Naturalization, but the public school system really took the lead and deserves a major part of the credit.[39]

With the Depression came new federal agencies and colossal outpourings of public money; and almost overnight, what had been seen as a "hyped-up" system of dole was now referred to as the education of adults who were human beings instead of members of alien racial and language groups.

By 1940, the steel workers' organizing committee had developed education techniques intended for the training of competent leaders for the local lodges. In their officers' training conferences and summer camp, union administration, however, continued to be the basic topic of study as it was felt that general education activities were a luxury for struggling unions, i.e. desirable but not suited to a combative pioneering stage of development.[40]

Today, the Education Department of the United Steel Workers of America, AFL-CIO-CLC realizes that the attainment of their social objectives are jeopardized by, among other things, the lack of education and work opportunities. In order to transform life and obtain a more secure place for the worker in society, the leadership of the USWA

> recognizes that effective intervention is based on common sense, knowledge, experience, and dtermination. These qualities in turn flow from education and training. Thus, the central task of labor education is to help union leadership acquire the knowledge and develop the skills so essential if union members are to have a larger vote in determining the condition of both their work environment and the quality of their community life.[41]

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[39]James Truslow Adams. Frontiers of American Culture: A Study of Adult Education in a Democracy. New York: C. Scribner's Sons, 1944, p. 276.

[40]T. R. Adams. The Worker's Road to Learning. New York: American Association for Adult Education, 1940, p. 12.

[41]USWA "Officers' Report." Twentieth Constitutional Convention. Los Angeles, August 4 - 8, 1980, p. 1. (mimeographed)

At this Convention, USWA Resolution No. 39 on education was passed. This resolution reads:

> WHEREAS, it is a timeless principle of our union that all schools should enjoy academic freedom. At the same time, we recognize that no person is fully educated without an understanding of the relationship between a free society and a free labor movement. However, it is with regret that we note that many public school systems, as well as institutions of higher learning, have generally neglected or ignored labor's role in building and maintaining our two countried. Therefore, ... we urge our members to encourage local school districts to establish labor education programs which recognize the contributions of labor unions to the development of our two nations.[42]

Between 1940 and 1980, however, education in the USWA union was not static. The USWA leadership had recognized that education is subject to changing methods and techniques and to this end had opened the union's residential training center, Linden Hall, in the summer of 1977. Since that time, more than 6,000 union members have participated in a variety of classes, seminars, and conferences dealing with union and community-related subjects. In addition to Linden Hall, the Walter J. Burke Education Center had been built to service the educational needs of both United States and Canadian Districts. In addition to programs held at these residential centers, the USWA traditionally holds summer institutes on university campuses throughout the United States. These institutes are jointly planned by the labor extension services of State universities in cooperation with various USWA Districts. During 1979, twenty-four one-week schools of this nature were held and were attended by over 3,000 union members.[43] (See Appendix E for institute locations and course titles.)

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[42]"Resolution No. 39 of the USWA Education Program." Twentieth Constitutional Convention. Los Angeles, August 4 - 8, 1980. (mimeographed).

[43]Op. Cit., p. 3.

Finally, in 1970, the international union education fund was established. The purpose of this fund was to encourage districts to expand their education efforts in new and innovative programs. This fund matches the cost of an approved education program sponsored by a local union or District on a 50-50 basis.[44]

Currently, Ed Czarnecki, assistant director of the AFL-CIO-CLC Department of Education writes that

> there is no easy way to describe our role with the forty-four labor education programs at various unions and universities around the country, our non-traditional labor studies degree programs, nor our hundreds of contacts with high schools around the country. There is just no source--the last such study on labor education in the United States was conducted about ten years ago.
>
> We participated in a study on Paid Educational Leave; a copy is enclosed, as well as one on the Canadian UAW program.[45] (See Appendix F.)

Oil Workers. The Oil, Chemical and Atomic Workers International Union, AFL-CIO (OCAW) was formed in 1955 as a result of a merger between the Gas, Coke and Chemical Workers Union and the Oil Workers International Union. The first decade was devoted toward making the new union a viable organization. In 1969, the OCAW established a common contract termination date with the entire oil industry; however, this same goal has not yet been accomplished with either the chemical or the atomic industries. At present, the OCAW represents approximatley 200,000 workers in these industries; and priority programs have been established in the areas of organizing and education.

The long-term educational program developed by the OCAW Research and Education Department includes the following courses:

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[44] Ibid., p. 4.

[45] Ed Czarnecki, Assistant Education Director, Department of Education, AFL-CIO-CLC. Letter to author dated October 6, 1980 from AFL-CIO-CLC Headquarters, 815 16th Street, N.W., Washington, DC 20006.

The International Union
Union Dues: Where they go and what they mean
Developing a local union organizing program
The Local Union: Its history, purposes, functions and responsibilities
Labor history and what we can learn from it.
The fundamentals of worker economics
Understanding "human relations" or how to avoid being divided within our ranks
Moving ahead in the struggle for health and safety in the work place
Effective strike operations
Leadership and steward's training
The fundamentals of collective bargaining
Arbitration: How to avoid it and if not, how best to proceed
Education on special topics[46]

On the topic of education, Wayne Horman of the OCAW adds the following:

> Historically, for the last 25 years the OCAW Education Program had been confined to courses 10, 11, and 12. So you can see that we have broadened the subject matter considerably.
>
> In addition to providing training in more areas we have also incorporated a basic "new" theme into all subject areas. This 'new" theme is not really new as it was a principle of the CIO that has been lost over the years. This principle is to build the union organization externally and internally: externally, by organizing unorganized plants throughout a given industry and internally, by building a sound stewards organization in each plant (a steward for every crew on all shifts). This is absolutely necessary for an industrial union (in contrast to a craft union which derives power from controlling the supply of skilled labor) in that the only way to effectively deal with companies as adversaries is to achieve the maximum unity of the workers from the plant to the whole industry.
>
> The attempt to apply this historic principle is in contradiction to a serious problem in most of our locals today. This problem is the existence of the "service mentality" among our members and leaders. Briefly, this is an attitude that the union member is paying dues for a service to be provided by a few local leaders or international union representatives and should not be involved in the activities of the union himself or herself.[47]

The concept underlying all OCAW educational efforts is that "education should be linked directly to action . . . action that will build the union.

The most interesting feature of the OCAW program, however, is its steward program; and this bears watching, especially if its goals and duties are similar to those of their European counterparts.

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[46]"OCAW Education Program." OCAW Research and Education Department. Denver: Colorado, August 1977, p. 5.

[47]Ibid.

United Automobile, Aircraft, and Agriculture Implement Workers of America (UAW). The UAW's first education director was Merlin Bishop. This appointment was made in mid-June of 1936; one-half of his salary was paid for by Brookwood Labor College and the remaining one-half by the UAW.[48]

As the major concerns during the early period of the union centered around political power and industrial conflict, the major educational focus dealt with leadership training and membership loyalty. However, it was also thought to be important to raise the workers' general understandings in keeping with union and political interests.

During the early 40s, the ILGWU and the ACWU provided the UAW with educational materials relevant to the union's educational work. Early techniques included the use of discussion groups and mass participation to affect community affairs. During the later 40s, additional techniques included group singing, amateur theatricals, sports, dancing, and games.

The union held summer school programs at Highlander Folk School in Monteagle, Tennessee. These programs were thought to be a unique experience for union members as the setting combined education, socialization, and recreation.

In Michigan, the first summer school was held at Saugatuck on the edge of Lake Michigan, in August, 1936. The following year, approximately fifty union members attended five 10-day sessions at an abandoned nightclub located in Woodland, Michigan.[49] In addition, summer schools were also held at the University of Wisconsin, in Kansas City, Missouri, and Indiana. Throughout all of these sessions, every aspect of training leadership was stressed.

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[48]Thomas E. Linton. "A Historical Examination of the Purposes and Practices of the Education Program of the United Auto Workers of America 1936 - 1959." Doctoral dissertation submitted to the University of Michigan, 1960, p. 185.

[49]Ibid., p. 186.

The program presented by Deverall at the UAW summer school held at the University of Michigan in June, 1942, included the following:

collective bargaining
labor journalism
public speaking
local union administration
war economics
labor history
labor education
political action.[50]

By 1945, the education program had been enlarged to add the University of Chicago, the Port Hope Labor School in Port Hope, Ontario, Ohio State University, and the Hudson Labor School in West Park, New York.

Whereas the early period of union development had utilized education to promote the union's political power and its strength in the industrial conflict, the period during World War II was one of conservation and prosperity for the UAW. In the post-war years, education as persuasion was replaced by education for political conformity. The educational programs were no longer concerned with revolutionary ideology or with war productivity per se as they had been in previous years. Now, concern was on worker adjustment to factory life; emphasis was placed on the daily improvement of the worker's position both on and off the job. This represented a considerable shift in the union philosophy in that the established capitalistic system was to be accepted, but it would be necessary to strive to affect certain modifications in an evolutionary manner.

Hence, its educational policies were now dualistic in that its emphasis was on internal education while at the same time attempting to affect making changes in the structure of the system through political action.

During 1955-56, some 18,000 UAW members put in 108,000 hours in classes presented by local unions. A 1957 education report stated that 60,000

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[50] Ibid., p. 187.

members took part annually in institutes, classes, and summer schools sponsored by the UAW. The classes offered now included personal development, discussion leadership techniques, education methods, collective bargaining, automation, political action, time study, psychology, group dynamics, political science, labor economics, and union history.[51] These programs were judged on whether they raised the level of critical thinking and judgement and assisted the members in their ability to act.

Linton, however, states that more often than not these courses were concerned with shop problems or with imparting skills which were immediately useful on the shop floor rather than with national affairs or philosophical issues. Furthermore, he states that very few rank and file members took part. He claims that there was a general lack of interest in the more conceptual types of subject matter and that this was also a characteristic of the national adult education movement. The emphasis was always on practical solutions to pressing problems of the moment rather than on long-range social planning.[52]

As in previous years, during the 70s, the UAW continued to hold educational activities at Black Lake, Michigan and the Walter and Mae Reuther Institute outside of Detroit. The activities included the member's family as well in such things as teen locals, child care, and mock locals for outside visitors. Weekend institutes and seminars include training for staff members and continuing education programs on the local or industry levels.

Today, the UAW views a person's career as his/her whole lifetime. Therefore, it is recognized that

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[51] Ibid., p. 391.

[52] Ibid., p. 83.

> adults must learn how to learn; only this will provide for the adaptability necessitated by changing job and social conditions. Therefore, the membership must acquire those skills and understandings which will enable them to cope with the problems of society and their culture in order to bring about effective social change.[53]

As of 1978, UAW literature listed the following as aims and goals of their internal educational activities:

1. Maintain a fully informed membership on issues which effect their work, family, and community lives
2. Conduct classes to improve the skills of local union officers and leaders in union administration, collective bargaining, and program development and implementation
3. Conduct training institutes for the full-time staff of the union
4. Provide family education programs in all locals and regional offices—but, mainly, using the facilities of the three family education centers
5. Negotiate educational benefits for the members through collective bargaining
6. Provide special programs for the local union chapters of the UAW's retired members.[54]

The following are examples of UAW internal classes:

The Human Personality
The Understanding of Music
Public Opinion and Propaganda
Philosophy of Unionism
The Mind of America
The Power of Words
Social Protest

New Member Orientation
Leadership Institutes (usually one week long)
Scholarship and Participant Follow-up Programs
Staff Training Institutes
Summer Schools for Women Workers
Strike Information Programs
UAW Materials and Film Library in conjunction w/discussion groups
Initiation Programs
Health and Safety Programs
Area Education Conferences
Family Education Programs
UAW Vacation Tours
Training of Local Discussion Leaders
Books, Albums, and Posters
University and Community College Labor Education Programs[55]

The following is a non-exclusive list of external adult education activities conducted by the UAW:

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[53] "Activities in Labor Education." Detroit: UAW Education Department, Solidarity House, (n. d.), p. 2.

[54] Douglas Fraser. "UAW Mandate for Action." Detroit: UAW Solidarity House position paper. (n. d.).

[55] Ibid.

1. Providing union speakers for high school, college, and university classes; labor books for school and college libraries, reference material, pamphlets, and posters; labor films and audio-visual aids.
2. Participation in economic, consumer, and career education activities
3. Organizing and supporting G.E.D., elementary, and high school completion programs (See Appendix G: New H.S. Labor Program)
4. Working with community colleges, universities, and other post-secondary institutions of higher education in the development and implementation of adult education programs, including labor student studies curriculums, in which the members have an interest
5. Serving on local school boards; state education commissions; advisory committees to college and university labor programs; and economic, consumer, and career education councils
6. Supporting a National Labor Extension Service Bill
7. Supporting and participating in the Workers' Cultural Movement

The lasting effect of the UAW's educational program is summarized as follows in a study prepared by Professor Allen Menlo of the University of Michigan School of Education:

> Before-and-after testing of 199 students at two of the UAW's summer schools revealed that the week-long schooling had a lasting, positive effect on these local union leaders.
>
> In view of the known difficulties in adult education, the UAW should be cheered by the gains made in its summer schools . . . . The most realistic expectations of the student achievements, which are moderate in size, but reliable or substantial in quality . . . this kind of change may stand the greatest chance of actually being practiced and maintained in later behavior of students . . . .[56]

Future trends on the part of the UAW education department deal with more classes in how to cope with social conditions, workers' culture awareness both for the membership and the general public, PEL through collective bargaining, and continued cooperation with public school institutions.

On PEL, the following is taken from a presentation made by UAW Education Direction, Carroll Hutton. This presentation was made before a Hearing of HRD and Adult Education at the McGregor Memorial Conference Center at Wayne State University on June 3, 1977. He states:

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[56]Professor Allen Menlo. "Critique of UAW Education Programs." Summary Statements furnished courtesy of UAW Headquarters, Detroit, Michigan. (n. d.).

> The UAW has introduced into its collective bargaining agreements the concept of reduced work time . . . because of our continuing support of the concept of life-long learning, we will be considering the paid worker sabbatical to meet the changing needs of our workers in today's society. Paid Worker Sabbaticals is an idea whose time has come, so that the worker should benefit from the opportunity to break away from the daily grind--free to go back to school or up to college, to write a book or whatever--to unwind, to renew, to strike out in a new direction, or to improve their skills.
>
> Our major achievement in the educational field has been the acquisition of the PEL with two Ontario-based firms--one of which is Rockwell International. Furthermore, PEL has become a priority in all contract negotiations, and it is still our hope that we can report legislative progress at the next convention.
>
> One approach would be through Management-Labor programs to encourage workers to engage in full-time education during periods of layoff and during negotiated sabbatical leaves.
>
> Negotiated presently is a $900 tuition refund per year in most of our contracts. At Wayne State University alone, approximately 1,800 UAW members are enrolled full-time in a four-year baccalaureate program.
>
> The paradox would seem to be wouldn't it be more intelligent to pay the unemployed worker to go to school rather than to continue to pay unemployment benefits to people who are seeking non-existent jobs.[57]

On Paid Educational Leave, UAW literature suggests that

> The idea of paid leave from work to develop or upgrade skills is not new: consider the success of unions in other countries where methods have been developed to enable workers to undertake educational programs, funded by employers through collective bargaining agreements. In Sweden, the United Kingdom, Germany, France, Belgium, Latin America, Australia and elsewhere, workers have secured negotiated provisions for paid educational leaves of absences. In most cases, they have received government funding as well to implement a broad range of educational programs. Workers take leave and are instructed in Economics, Sociology, Labor Law, Political Systems, Financial Analysis, etc., as well as the more traditional labor relations training, under conditions which allow for the financial burden to be properly shifted from local union treasuries to the corporations.
>
> In recent years, Canadian UAW members have made important breakthroughs in establishing a paid educational leave program and are currently enjoying the benefits of such leave in a good many of their contracts. In the U.S., time off the job with pay traditionally has been given to teachers, university faculty and white collar supervisory personnel--all of whom are released from their regular duties to

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[57] Carroll M. Hutton. Copy of presentation made before Hearing of HRD and Adult Education at the McGregor Memorial Conference Center at WSU, June 3, 1977. (Material furnished courtesy of UAW Solidarity House in Detroit.)

pursue some course of study or to enhance some existing skill.

> The time has come for the extension of the concept of paid education leave to U.S. workers and their representatives as a negotiated collective bargaining benefit.[58]

Conclusions Regarding Workers' Education and Adult Education

Traditionally, workers' education has been viewed as education for action rather than merely conveying academic information, i.e. trade union education is purposeful. It is a practical method of building and maintaining a strong and effective labor movement in a manner designed to create a more loyal, active membership and better citizens.

> Its objectives have been to improve the worker's individual and group competence and the advancement of the social, economic, and cultural interests so that he can become a 'mature, wise, and responsible' citizen able to play his part in the union in a free society and to assure himself a status of dignity and respect equal to those of other groups and individuals.
>
> To reach these objectives, workers and union leaders must have knowledge, and resources and ability to think independently so as to make free and independent choices.[59]

To this Kidd adds that the aim of education in the trade union movement is first, to stimulate and create a fundamental understanding of our society, and then secondly, to instruct and train members in methods that will enable them to discharge their union responsibilities more effectively and help them play a more important role in the labor movement.[60]

In most cases, however, most internal or joint worker education programs (scholarships, seminars, retreats, etc.) are limited to union officers who are already into the union's power structure. The rank and file membership remain mentally divorced from such activities and, in large part, from the union itself. Aside from the closed shop concept, many remain in the union

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[58]"To Win Progress for People." Detroit: UAW Headquarters. (n. d.), p. 35 (handbook).

[60]James Robbins Kidd, ed. Learning and Society. Toronto: Canadian Assoc. for Adult Education, 1963, p. 197.

merely for the side benefits which such membership provides. They remain skeptical of intellectuals and their programs and suspicious of political radicals from any quarter. Most importantly, they remain alienated yet dependent upon educational institutions.

Numerous studies have attempted to explain the lack of blue-collar participation in either worker education or community adult education programs. Explanations have included such statements as:

1. Workers are naturally apathetic and are uninterested in the wider society,
2. Workers are not capable of sustained intellectual effort,
3. The blue-collar strata simply do not have an interest nor an appreciation of the value of education,
4. Workers feel uncomfortable in middle-class educational settings, therefore, they must be taught in groups of their work peers,
5. Workers' education must compete with many other demands on the worker's leisure time,
6. The workers themselves believe they are too old to learn, and
7. The workers hold misconceptions in regard to the nature and purposes of the educational activities.

This writer contends, however, that the workers have simply been turned-off to both workers' education and adult education. In retrospect, the early radical "educational" material produced by the unions in their early days of formation was simply unacceptable to the American worker. He was interested only in bread-and-butter issues, not philosophical concepts which urged revolutionary overthrow or seizure of the means of production. Therefore, when this approach failed, emphasis was shifted to programs designed to meet the needs of the workers, only nobody asked the workers what they needed or wanted. Next, this plan was broadened to include the needs of workers as members of the broader society. Emphasis was shifted away from

revolutionary schemes to evolutionary improvements in the capitalistic system. Therefore, the educational programs were no longer critical of the social system but rather focused upon correcting imbalance through change. During this phase, workers' education encouraged the workers to develop their own interests in sculpture and art and encouraged them to take an interest in community affairs.

Current worker education programs deal with the promotion of solidarity and brotherhood and the formation of One Big Union while downplaying the ideals of money-making and personal advancement. Moreover, to provide the workers with a sense of "identity," stress is being laid on workers' culture and self-expression through the arts. In keeping with these efforts, it is predicted that there will be increased federal backing in order to keep workers integrated into the society. Finally, in those situations where Quality of Work Life schemes have been initiated, workers are encouraged to participate in an informed manner in cooperative efforts at the workplace.

However, this author concludes that it is insight rather than indifference which precludes greater blue-collar participation in workers' education. First, the average worker has a strong suspicion that his/her union has, long ago, aligned itself with the interests of business and government and has forgotten all about the needs or interests of the people. Moreover, the trade union movement as a whole is more often concerned with issues which affect industrial change, not social change. Therefore, they can not perform the revolutionary function essential for the workers' emancipation. Workers understand that workers' education programs which are designed to teach them to cope with social change or to engage in programs of self-actualization imply <u>adapting</u> or <u>repressing</u> felt needs, not "changing" the social structure nor acquiring the skills to affect change on any level.

For instance, to most workers it is quite apparent that QWL schemes are designed to promote shop harmony not shifts in the power situation at all. Most importantly, however, the worker is not really encouraged by his/her union to participate in workers' educational activities. In such settings, the worker soon learns that discussion on controversial issues is frowned upon and open dispute with the union hierarchy is to be actively avoided. Therefore, the union's lack of interest in promoting participation insures non-involvement of the rank and file in the running of the union and simultaneously acts as a method of controlling internal threats to its power structure.

However, as the unions continue to lose their strength, they will tend to place more emphasis on workers' education through adult education either paid for by the corporation or at the expense of the public sector.

What the people really need, however, is a way to step beyond or out of the existing power structures of institutions and organizations in order to regain control over issues that were long ago bargained away. It is the conclusion of this writer, moreover, that this country has abandoned the mass struggle of the people and has attempted to use adult education and worker education to perpetuate the myth of its existence or to otherwise repress and displace its existence. Thus, the issues of economic power and the psychological alienation from capital can still be successfully rechanneled into socially "approved" forms of activity.

In effect, therefore, participation in such activities continues to be an exercise in futility and will remain so until such time as workers are provided with opportunities to learn and experience instances of empowerment, i.e. control over their own environment with the eventual goal of social control. However, it appears this may be a moot point since, in the United States, the questions of technology and capital flight have already removed this

as a possibility from the hands of the workers.

Therefore, the only functions remaining to adult education "for workers" is to to provide them with experiences for self growth and to provide them with opportunities to explore possibilities for re-directing public policy through personal affirmation of their rights and through group consensus. In this way, adult education for workers could de-mythify American culture and channel worker dissention and hostility into positive forms of energy release. Thus, the social potential for adult education as it relates to workers will continue to expand provided it is conducted in such a way as to strengthen the position of workers (or to strengthen the belief in their positions).

Such an ideal envisions the bringing together of the training of workers, the training of trade unionists, and educational activities within private firms themselves and in conjunction with the public sector. In other words, the divisions between all types and levels of workers and all their programs--vocational education, career education, technical education, the workers' cultural movement, economics, and adult education in general must be thought of in terms of constituting an ensemble in thought and action and this, in turn, will lead to political planning and economic action.

In other words, what we have here is an opportunity to successfully integrate work and learning. As adult educators, we are, moreover, fortunate in that the imperatives of the times urge or demand practically all workers to engage in schooling of some sort either as part of their job or their advancing general education. Such a situation constitutes an opportunity for the integration of new technical skills with revitalized human relationships and envisions a world augmented not only by material comforts but also by spiritual values. Furthermore, there is ample evidence that

> the time away from work will increase sharply in the years ahead as there are further reductions in the workweek. In addition, a fairly large segment of our population may be unemployed, a growing number retired from work, and an additional group of non-workers who are neither employed nor students nor old nor disabled and who will constitute a segment of the population freed from the requirements of work with ample free time available to it.[61]

Fred Best predicts, moreover, that

> by the year 2000, the work year will consist of 1,598 work hours. That is to say that the worker would have a 33-hour work week or an eleven-week paid vacation or a thirteen-month paid sabbatical every seven years or retirement by age 56 or any combination of these.[62]

Such alterations in the nature of work and its value to society will significantly contribute to the merger of educational needs for work and life outside of work. Ideally, such a merger will allow people to move up the career ladder step-by-step through a combination of learning experiences and full-time experience in the world of business or industry or the helping professions. This type of life-long learning would, in addition, be of great benefit to the workers in that it could allow them to move away from the current education/work system. Furthermore, such a merger would allow for a convergence of individual needs with the collective need to provide changing industry with skilled people at short notice.

In such a learning society, a certain percentage of our population could, at all times and at all ages and capabilities, be engaged in full-time learning, i.e. be invested in the future. With such a plan, workers would not be forced into unemployment before being able to improve their

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[61]Gale Edward Jensen, A. A. Liveright, and Wilbur Hollenbeck, editors. Adult Education: Outlines of an Emerging Field of University Study. Adult Education Association of the U.S.A., 1964, p. 23.

[62]Fred Best. "Work and Leisure in the Future." Through the 80s: Thinking Globally, Acting Locally. Frank Feather, editor. Washington, D.C.: World Futures Society, 1980, pp. 255 - 256.

abilities; they would be paid at the level of their previous salary while engaged in learning while present unemployment benefits would be maintained for those who would not devote themselves to further learning.

Already employers are torn between humane considerations, seniority provisions, and union demands for the protection of older workers (less efficient) less likely to adapt to changing industrial/educational imperatives and the desire to employ the better educated younger person who may be better adjusted to a cybernated work situation. For instance, we can expect that machinists will be shifted from operators to monitors; and new job requirements will emphasize judgment, reliability, adaptability, and discipline rather than technical expertise. Therefore, relevant training for the new white-collar worker and service jobs will emphasise the development of a broad sense of communicative and social skills.

Issues such as these relate directly to adult education for workers and are central to the whole manpower revolution now taking place. Its solution involves, among others,

1. Developing the facilities and staff to help workers acquire the education and training they need to better utilize their talents, capabilities, and potential,

2. Developing cooperative release-time programs for the education of workers in the industry and the encouragement of tax rebates for those organizations which co-sponsor such activities either for their employees or unemployed youth. Such programs should include the consideration of vestibule schools and sheltered workshops,

3. Providing additional professional staff to assist industry and union worker education programs in the preparation of materials and up-grading of in-house staff as well as providing other professional services as requested by these groups and public agencies,

4. The creation of an educational advisement service which would utilize adult education counselors and/or industrial social workers and/or labor force planners in order to more effectively encourage and coordinate personal and social needs,

5. Adequate communication with working class adults through their organizations--churches, unions, shopping centers, etc. For

example, the Pontiac school system uses CETA workers to go door-to-door distributing educational program advertising and recruiting on a one-to-one basis. This has been found to be effective in that the network communication channel is appropriate in that the CETA workers act as intermediaries between the institution and the public. In addition, when necessary, the CETA workers can also act as interpreters.

Another successful advertising method is utilized at General Motors, Ldt. of Canada. The adult education program is advertised in the workers' union newspaper. The following payday, this same notice along with a computer card is placed in the worker's pay envelop. The worker indicates his/her interest; and, if a sufficient number opt for a class, the industry provides a classroom . . . . and on occasion, release time with pay to attend the sessions.

The matter of communication is of the greatest importance, however, since most workers will choose not to participate unless it can be clearly demonstrated that their jobs depend directly on such activities--and then the matter still remains an open question.

To encourage such participation, however, demonstration projects might begin at the work site which would prepare the workers to re-enter a learning situation. Such demonstrations could provide mini-exposures 8 or 9 times over the course of a year beginning with a session which informs workers about educational opportunities in their area.

While these conditions present themselves to the field as opportunities, they also raise a number of questions to be resolved by research. These include:

1. How can we best accomplish personal and national goals with the least disruption to business and industrial development?

2. How can the concept of continued learning be built into the technical training program?

3. By what means can vocational inadequacies or illiteracy or social dysfunction be identified prior to unemployment?

4. Can social and economic usefulness be taught without academic literacy?

5. How can adult counselors assist adults in arriving at decisions regarding their mobility, retraining, or independent study goals?

6. How can continuing education and retraining be perceived as a positive alternative to unemployment?

8. Is retraining more effective prior to or after change in employment? Should retraining be compulsory when job redundancies are known? Who should best bear the burden of such retraining? The public sector? The industry or business?

9. What is the potential for cooperative schemes with industry and the union to redesign work so that further education is necessary and valued?

10. What are the possibilities of working with employers to improve the on-the-job training programs. Who is to get access to such educational programs? Are internal educational benefits equally distributed on the basis of sex, age, race?

In conclusion, although there are great opportunities before adult educators to assist workers at many levels, we need to deal first with reality. For instance, we need to recognize that workers over thirty-five years of age probably won't respond to any educational initiatives from any sector unles they are extremely up against it economically. Furthermore, these workers do not need opportunities for self-fulfillment on the job or elsewhere. For the most part, they are already engaged in activities and a lifestyle that they see as self-fulfilling.

Therefore, if we are going to try to reach any workers at all, our first efforts must be to establish social support systems and organizational support systems which will undergird those workers who do engage in retraining, values clarification, and participatory activities. We need to be prepared to assist, for instance, in solving growing job mis-match situations, work-related stress, and job redundancies. Thus, while the future is full of potential to build, we must insure that we have laid a foundation capable of supporting such growth. Finally, we must be prepared to seperate futuristic conjecture with reality as it is perceived by our potential clientele. Too often such aspects are overlooked and account for the lack of participation and program failures.

IV. LABOR-MANAGEMENT ADULT EDUCATION UNDER COMPANY CONTROL

Introduction.

Early mercantilists judged a man on the utility of his knowledge and his personal know-how. During the early days of colonization and up to the Civil War, probably all of education within industry began with the institution of domestic apprenticeship. Hence, it may be said that prior to the establishment of compulsory public education, the primary institution of socialization was the work site.

However, with the factory system firmly established in the U.S. by 1850, this so-called form of domestic apprenticeship came to an end. With the rapid expansion of the economy and the increasing complexity of manufacturing processes, the need for additional workers was very great. Recruiting agents hired all over Europe and advertising was widely distributed as news of employment opportunities were passed from the New World to the Old. However, the waves of immigrants soon confronted management with what was considered "socialist" work practices and traditions. To counter these sentiments and to weaken the strength of the craftsmen at the workplace was a prime goal of corporate management. To these ends, in 1896, the National Association of Manufacturers was organized in order to present the interests of industry to the public and to the government. In such manners, therefore, management actively backed the movement to "Americanize" the immigrants and, not incidentally, to instill in them a more "patriotic" orientation; hence was born an institutionalized method of producing a docile and obedient workforce at the expense of the public sector.

As modern machinery improvements in the North no longer required youth labor and since these children tended to compete for men's jobs, the large corporations also backed compulsory education thus taking an interest in the formation of the minds of the future work force. The rationale prevalent among the industrialists was that the attitudes and abilities necessary for the world of work should be

the responsibility of the public schools. Again management had guaranteed to itself a perfectly socialized work force.[63]

The continued rapid expansion of the economy and the changes in machinery made it necessary to devise a more systematic form of training at several levels within the company. Accordingly, a number of firms became interested in establishing corporation schools, and during the years 1872-1901, several such schools were established. This development continued until in 1913 the National Association of Corporation Schools was established. In 1922, this organization had merged with the American Management Association;[64] at this time, it was said to have 150 members.[65]

Later, with industrial backing, government legislation in the form of Smith-Hughes, Smith-Lever and in 1934 the Fitzgerald Act was passed again resulting in a net gain for industry in the form of industrial education at the high school level (later extended to the adult evening classes) and in a nationalized system of apprenticeship.

On the managerial level, by World War I, managerial talent was extremely scarce. It was no longer an accepted belief that sufficient talented management would arise through the ranks and from the school of "hard knocks." Now, management wanted to insure itself "properly" educated managers. At the turn of the century, only three universities were offering business training, but within thirty years, that number had increased to over two hundred. In 1915, the enrollment in these programs was about 9,000; in 1930, it was 60,000; and by 1945, 41,000 students were graduated with degrees in commerce and business.[66]

World War II again took its toll in manpower just when American industry

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[63]Stanley Arnowitz. False Promises: The Shaping of American Working Class Consciousness. New York: McGraw-Hill, 1973, p. 401.

[64]Oscar N. Serbein. Educational Activities of Business. Washington, D.C.: American Council on Education, 1961, pp. 3 - 4.

[65]Harold Clark and Harold Sloan. Classrooms in the Factories. New Jersey: Fairleigh Dickenson University, 1958, p. 3.

[66]Ibid., p. 5.

was undergoing what has been termed a "second industrial revolution." The shortage of trained supervisors and managers continued to be critical, and the demand of business upon business school graduates exceeded the supply since World War II up until recently.

Today, the notion that education ends with a college degree is untenable in industry. In the 80s, at a time when we undergo still another industrial revolution, management has visibly shifted its focus of attention from production to man, and the extent to which business is engaging in education at all levels of the labor force can only be estimated in the billions of dollars.

Early Colonization.

Beginning in 1882-83 with the Philadelphia Textile School, efforts were made to train skilled workers, particularly in the textile industry. By 1900, similar institutions existed in Lowell, New Bedford, Fall River, and Lawrence and in other southern States. The Philadelphia school, which was the model for the others, "emphasized both the artistic and mechanical aspects of textile manufacture so that a graduate would be 'able to exercise independent supervision over any branch' of industry."[67]

Also established in the early 1900s were the Iron and Steel Institute; the Institute of Banking, which numbered an enrollment of 40,000 adult students at one time, and the National Association of Credit Men, which was modeled after the Institute of Banking plan. Although such organizations made notable contributions to the adult education of their members and employers, no modern educational movement was designed to have the far-reaching effects of the corporation school movement.

> Though private industrial and technical schools and schools fostered by the trade unions increased in number, these schools were not quite equal to the task of developing competent workers fast enough to meet

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[67]Daniel Nelson. Managers and Workers: Origins of the New Factory System in the U.S. 1880 - 1920. Madison, Wisconsin: Univ. of Wisconsin Press, 1975, p. 99.

the growing demands of industry.[68]

Business concerns, therefore, were forced to undertake such training themselves. The oldest corporation school on record, according to Evans, was that founded by the R. Hoe Printing Press Company in 1875.[69] However, the movement did not attain considerable impetus until about 1905. These schools, free of outside control, were established for the purpose of training new employees or furthering the training of older employees in order to fit them to supervisory, managerial, or technical positions.

The above purpose of the corporation school was amplified in the aims set forth by the National Association of Corporation Schools, which was organized at New York University (NYU) on January 24, 1913. At its Fifth Annual Convention held in June 1917, a program was established with the cooperation of NYU for the training of teachers in the corporation schools.[70]

The Ford English School for Foreigners was started by the Ford Motor Company in May, 1914. It began with one teacher and twenty students. Later that same month, five more teachers were added, and by the following September, the program had become so successful that calls went out into the plants for volunteer teachers. These volunteers were put into a teachers' training class which met for twelve weeks. The teachers were then used as substitutes; and if they proved satisfactory, they were given their own classes. The enrollment in these classes had now increased to 2,700 students.

The courses consisted of 72 lessons taught in 36 weeks--a program thought to be sufficient to teach elementary reading, writing, and speaking skills. On July 25, 1915, the first class of 115 men were graduated; a second class consisting of 519 men were graduated on February 27, 1916; and the third class of 230

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[68] Owen David Evans. Educational Opportunities for Young Workers. New York: The MacMillan Company, 1926, p. 43.

[69] Ibid.

[70] Ibid., pp. 31, 44.

men, on October 1, 1916.

> Each graduate of the school received a diploma signed by the officers of the company and the Educational Department certifying that he could, read, write, and speak English sufficiently well for the common usages of life.[71]

The Educational Department also maintained an advanced English class for anyone who wished instruction in grammar, composition, and practical psychology.[72]

The Ford program was so successful that it stimulated the Board of Education of Detroit to undertake on a large scale the teaching of English in its night school program using the "Ford Method."[73]

Ford maintained that since this school had been started, accidents in the production department had decreased 54%, and the large force of interpreters used before the school had started were no longer necessary.[74]

In 1919, General Motors Corporation founded the General Motors Institute (G.M.I.). This step was most unique in that GMC, thereby, established the first accredited undergraduate college maintained by a single industrial corporation. Under its cooperative college plan, students alternate between twelve week periods of study at G.M.I. and eight-week work experiences in their sponsoring units of GMC. In this manner, students are able to obtain any of the following degrees: Bachelor of Chemical Engineering (B.M.E.), Bachelor of Industrial Engineering (B.I.E.), Bachelor of Electrical Engineering (B.E.E.) and Bachelor of Industrial Administration (B.I.A.).[75] (See Appendix H)

However, not all firms were in a position to initiate their own internal programs; and by 1916 many companies had joined together to cooperatively form special training schools. The Central Stations Institute consisted of, for

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[71] Ibid., p. 67.

[72] Ibid.

[73] Ibid., p. 68.

[74] Ibid.

[75] Engineering and Industrial Administration Programs. Flint, Michigan: G.M.I. Division of General Motors Corporation, Vol. 50, No. 1, May 1980, pp. 1, 5.

instance, the Commonwealth Edison Company, the Federal Sign Company (electric), Illinois Northern Utility Company, MidWestern Utilities Company, and the Public Service Company of Northern Illinois. The National Electric Light Association provided correspondence courses for electric light companies in all parts of the United States as did the Denver Gas and Electric Company in its Gas and Electric School.[76]

Cooperative programs with public schools were held at the Dayton High School by the NCR, Co.; at Cass Technical High School, 31 cooperating firms; the Virginia Institute of Technology, 7 cooperating firms; the University of Cincinnatti for the Cincinnatti Milling Company; the University of Akron for NCR, Western Electric and nearly 100 other firms; the University of Pittsburgh, 48 cooperating firms; and in 16 other large universities.[77] In 1916, cooperative continuing programs with public schools included, for example, the following firms:

TABLE VII: COOPERATIVE PROGRAMS BETWEEN FIRMS AND PUBLIC HIGH SCHOOLS

Company	Employee	Subjects	Time
American Bridge	any	bridge building	evening
Commonwealth Steel	any under 22	general subjects	day
Curtis Publishing	any	office, clerical	evening
Fore River Ship Building	any	English	evening
General Electric	office	general accounting	evening
B. F. Goodrich	any	gen. reading	--
Goodyear Tire and Rubber	Foremen and Inspectors	----	day and evening
International Harvester	boys 16 - 20	gen. drafting. shop practice	evening
Norton and Norton Grinding	machinists	special subjects	evening [78]

[76] Op. Cit., p. 49.

[77] Ibid.

[78] Ibid., p. 50 - 51.

Corporation education had, by now, evolved to embrace education and training departments, classrooms and teachers, evening schools and residential centers, and other people and elements as well.

It is relevant to note that this growing movement represented a recognition of the part of business concerns of the applicability of education to the work setting. These programs were favorably received; and management felt that apprenticeship training, supplemented by the corporation schools, together with practical on-th-job experience constituted the most effective preparation for a career in industry.[79]

The war boom of 1915-20 affected American industry in many ways. The number of wage earners had increased 29 percent from 1914 - 1919. Factories had doubled or tripled in size and new plants appeared almost over night. Wage levels increased rapidly, but the spiraling cost of living barely advanced real wages. Factory workers had acquired a new militant outlook, and the federal government had become increasingly involved in the operations of the factory. Manufacturers responded with expanded welfare systems and scientific management in an attempt to inculcate obedience, reduce employment turnover, and entice perspective workers off the farms or away from other firms. While the demand for workers remained critical (resulting in the establishment of the U.S. Employment Service [USES] in 1918), the demand for trained and experienced managerial talent was particularly acute during and after World War I.

Almost overnight, personnel relations (referred to as the Sociological Department at Ford Motor Company), constituted a distinct and important function within the factory. In keeping with a more scientific approach to hiring and personnel relations within the plants, new foremen training programs were developed, and by 1920 these programs were an accepted feature of industry.

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[79]Oscar N. Serbein. Educational Activities of Business. Washington, D.C.: American Council on Education, 1961, p. 4.

This step represented the greater tendency toward specialization at all levels of management at a time when persons possessing the desired characteristics were most lacking. With an increasing emphasis on trained management, business and industry turned to the schools; and following World War I, a large number of colleges and universities established departments and schools of business; for example, the Wharton School of Business and the University of Michigan School of Business Administration. In fact, so critical was this shortage that the government sponsored six-week cram courses at a dozen universities. At the University of Rochester, where the first classes of this nature were held, the program consisted of lectures on employment office practice, labor economics, and industrial management; visits to local factories were also included. With an increasing degree of effectiveness, these colleges and university programs met and now meet many of the needs of business for trained personnel.

In 1918, the National Association of Employment Managers had been established; and by the end of 1920, the American Management Association had been established.

1920 - 1970

By 1920, a distinct shift in industry's attitude toward the education of workers had again occurred. Union efforts had evolved a new worker-management relationship by 1920, and management now was quite cognizant of the importance of collective action by workers. The new factory environment which arose thus required management who were capable of recognizing, even of solving, the problems incurred in the directing and coordinating of production and those supervisory abilities which would allow for the control and alleviation of labor problems.

Under the stimulus of the War, the research facilities of colleges and universities had been used more and more by industry and government. Thus, a subtle but far-reaching change had occurred between the universities and industry; and an increasing number of industries developed educational programs integrated

with these institutions. World War II and the expanding economy which followed, moreover, acted to restimulate these contacts; and colleges and universities were increasingly called upon to provide business school graduates capabable of filling these more specialized and demanding supervisory and managerial positions. (See Appendix I)

> At the corporation level, company-sponsored educational programs generally followed four patterns: (1) courses offered on the company premises by university faculty members and under the jurisdiction of the universities, (2) courses held on the university campus but attended exclusively or predominantly by company personnel, (3) a rotating plan in which the employee alternates between campus and the company plant, and (4) courses taken in the regular program of a university. Below the college level, similar patterns were developed by some companies with city school systems.[80]

At this same time, industry began providing more of its own facilities, which were designed exclusively for education. For example, IBM erected huge educational buildings close to each of its 17 main plants to be used for job-related training during the daytime and for general education during the evening. In addition, IBM established an executive training center in Endicott, New York. Programs of a similar nature were undertaken by General Electric, Corning Glass, Socony, Mobil Oil and others.[81]

As the professional leadership of industry had become increasingly specialized, so did the educational programs for industry. At first, the educational function had simply been directed toward the first-line supervisor and later to personnel management; but now, employee education was identified as an independent unit responsible to top management.

> In 1945, the American Society of Training Directors was formed to provide the usual services of a professional society for training directors in business and industry and staff members of industrial training centers in universities. . . . By 1959, it had almost 4,000 members and 68 local chapters . . . . Some of its leaders were active in the Adult Education Association, and one of them served as its president for one year and as its treasurer

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[80] Malcolm S. Knowles. The Adult Education Movement in the United States. New York: Holt, Rinehart and Winston, 1962, p. 82.

[81] Ibid., pp. 81-82.

for several years.[82]

In other words, the function of the education and training department had been considerably broadened and included the training not only of the first-line supervisor, but also blue-collar workers, office workers, and executive development. In fact, tracks of study were also now available within each of several training programs. For instance, managerial and supervisory development included formal education, informal education activities, seminars, conferences, rotation, and understudy training, whereas the technical track would include health and safety courses, quality and reliability training and other specialized technical programs. Assistant professional training was also designed to prepare high school graduates as draftspersons and apprentices totally through in-house programs. In fact, everywhere there was an awareness of the "acute need for trained personnel, for keeping abreast of the times, and for maintaining a flexible organization."[83]

The variety and combinations of programs continually expanded after World War II as well as the diversity of their nature. Programs were offered on pre-supervisory training, time study, written communications, etc. Correspondence courses and self-designed programs were also popular. When teachers were utilized, it could be that they were either permanent in-house teachers or professionals acting as teachers, or teachers on loan from either the high schools or the universities. Classes may be held either on company property, on the college campus, in high school classrooms, in residential centers, or as part of luxury vacation packages for executives. In addition, these classes would meet either during the day or at night with or without pay.

All this interest in education had been made necessary after the war, as

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[82] Ibid., p. 159.

[83] Harold Clark and Harold Sloan. Classrooms in the Factories. New Jersey: Fairleigh Dickenson University, 1958, p. 25.

industry had lost a lot of its leaders, but the concern that business has for education goes beyond its need for trained personnel. Serbein states that the relationship between business and education stems from "their mutual responsibility to society."[84] He specifies six joint relationships: (1) an understanding of the economy, (2) education for positions in business, (3) education in relationships, (4) political awareness, (5) exploration and anticipation of the future, and (6) financing education.[85]

Another significant shift in management's attitude had also taken place as regards the work force. No longer were employees seen merely as instruments of production; now they were seen as human beings. This is evidenced in many ways but was particularly evident in the establishment of general education programs. Most notable of these programs was one established by the International Harvester Company and another by General Electric Company. What was to be taught in these off-hour programs was determined by the employees themselves, and many of the classes were open to the wives and children of the employees. In these programs there were no charges, and the textbooks were loaned to the employees. The survey which Clark conducted in 1956 on the Fortune 500 indicated that six corporations had developed significant programs of this nature and together they offered 446 separate courses.[86]

In a 1957 study of 349 corporations, Clark and Sloan found that 84.8% of them carried on some sort of educational activities which required regular attendance. Clark estimated that participation in these programs included, during the 1956-57 school year, over five million persons.[87] In 1958, Clark estimated that the cost of these educational programs, as borne by private business and industry, was around ten billion dollars. In addition,

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[84] Oscar N. Serbein. Educational Activities of Business. Washington, DC: American Council on Education, 1961, p. 2.

[85] Ibid.

[86] Op. Cit., p. 83-97.

[87] Gale Edward Jensen, et. al., eds. Adult Education: Outlines of an Emerging Field of Univ. Study, Adult Education Assoc. of the U.S.A., 1964. p. 49.

during the 1958-59 school year, the approximate total of direct contributions by business and industry to educational institutions was $751.4 million with the largest percentage (31.0) going to private universities.[88] The result of these forms of educational activity and growth was that a degree was now a pre-requisite to a successful career in Big Business.

From the 1950s, there evolved what has been referred to as a "shadow educational system." Industry has assumed more educational responsibilities itself both at the high school level and at the level of technical training programs largely because at these levels the public system is failing in its attempts to provide to industry employees with employable entry-level skills and attitudes. In addition, in the face of the necessity to keep abreast of rapidly changing technology, the cost of equipment and training knowledges are precluded at the public school level. Thus, the responsibility for developing human resources has fallen more and more upon the understandably reluctant shoulders of management. (See Appendix J)

1970 to the Present.

The Carnegie and Rockefeller studies of corporate education in the 70s revealed that

> during the single recession year of 1975 the nation's 7,500 largest private employers spent over two billion dollars on employee education and at least one employee out of eight of the thirty-two million employees in these firms took part in some formal, off-the-job education or training under company sponsorship.[89]

Typically, most of the programs are related to the employee's job or career and stem from business needs; however, most companies are incidentally supportive of the job and career aspirations of participating employees.

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[88] Oscar N. Serbein. Educational Activities of Business. Washington, DC: American Council on Education, 1961, p. 3.

[89] Dyckman W. Vermilye, editor. Relating Work and Education. San Francisco: Jossey-Bass Publishers, 1977, p. 80.

Of the companies surveyed, Vermilye found that together they employ approximately 45,000 persons on a full-time basis as instructors, program developers, administrators, and evaluators of educational programs. According to his projections, these programs served approximately 700,000 employees in internal classes after hours and 3.7 million during working hours.[90]

The main shift in management's perception of the role of education, therefore, was now to regard education in terms of human resource development and the legitimization of educational activities at the workplace. Education-in-training is now seen as a continuing part of everyone's life. To this end, many companies have established innovative training programs in order to more fully utilize their internal labor force. IBM, for example, has published a "Personal Growth and Vitality Inventory," which is designed to help employees assess their own needs and develop themselves and their careers often through the utilization of one of the companies 275 educational centers. Kimberly-Clark offers employees two weeks of annual leave with pay to go to school and up to one year of educational leave with pay for work-related study. It has also established an "educational savings account" which can accrue as much as $8,000 over a fifteen-year period to be used for the schooling of employees and their families. The Rand and Arthur D. Little Corporations are accredited to grant doctorates, providing all the instruction themselves. The 3M Company offers college level courses in math and science and a variety of levels of instruction in many other subjects. Xerox Corporation recently opened its International Center for training and management development representing an outlay of seventy-five million dollars. This "university" is designed to present innovative education techniques. For its employees, RCA custom makes educational video-tapes to be used on their own time.[91]

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[90] Ibid., p. 81.

[91] Ibid., p. 82.

However, not all educational programs run by companies are intended to develop their employees as human beings. For instance, during the final throes of the union's attempt to organize the J. P. Stevens Company, Stevens set up the "J. P. Stevens Employees Educational Committee." The Company paid pro-company employees to wear JPSEEC Oust the Union t-shirts and to picket outside the location of the company's annual shareholders meetings held in 1977 and 1978.

The point for including this information is that the word "education" has been misused in the past by companies and unions alike for purposes wholly unrelated to education per se. In this example, the aim of the J. P. Stevens Employees Educational Committee was to break the union's attempt to organize its employees.

At the same time that the JPSEEC was attempting to oust the union, the Amalgamated Clothing and Textile Workers Union, AFL-CIO, CLC, disclosed the following internal educational programs conducted by management consultants for its supervisory and management personnel:

1. How to track down pro-union employees
2. How to bribe others to serve as informers
3. How to exploit the fears of workers
4. How to mobilize community pressure against the union, and
5. How to circumvent the N.L.R.A.[92]

Unfortunately, the memory of this and similar programs under the guise of "education" leave indelible memories with the labor force and tends to account for the skepticism toward company-supported or conducted educational programs. (See over)

Current concerns of all companies, however, revolve about the successionist issue, i.e., how can management guarantee the company's ability to grow and survive in the future. From this viewpoint, management is acutely aware of the

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[92]"Conspiracy in Southern Textiles." New York: A.C.T.W.U., AFL-CIO,CLC, (n. d.) p. 6. (phamplet)

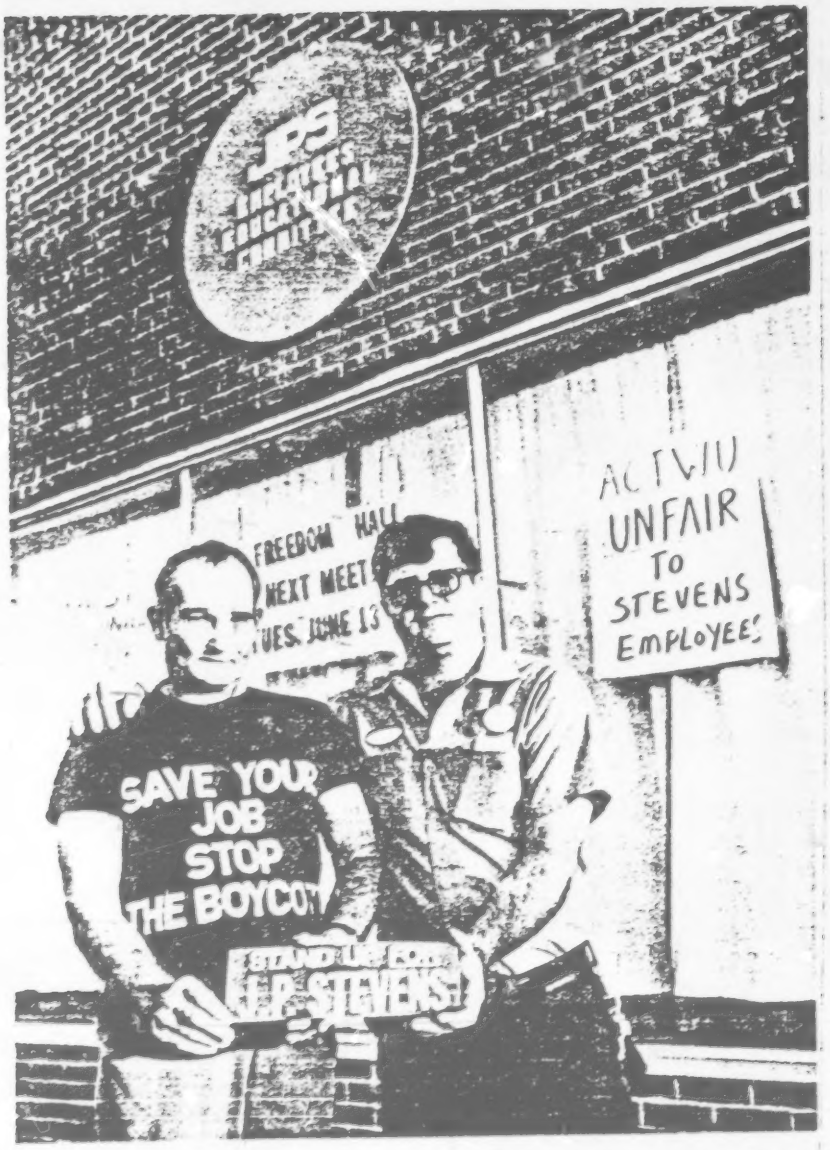

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Illustration 1: JPS Employees' "Education" Committee

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[93] Mimi Conway. Rise, Gonna Rise: A Portrait of Southern Textile Workers. Garden City, New York: Anchor Press, 1979, p. 206.

needs for specific education along specialized lines in the substages of management. At this level, as more specialists and semi-skilled specialists are required, most of the education in business will be directed toward these groups. Increasingly, the training given for these groups will be done systematically and organically by the firm concerned if it is big enough to have a training center of its own; in the case of smaller firms, this task will be undertaken by a number of firms acting together or in conjunction with other co-educational egencies. In most of these programs, however, there is the aim to produce "polyvalent adaptables" rather than pure specialists.

On the clerical level, however, educational opportunities remain negligible. In fact, in Clark's 1956 study, less than 1/3 of the reporting companies had educational programs for its clerical staff, and a mere 3% of the reporting companies instruction to the families of personnel.[94] Current trends in this area indicate increased emphasis on technology and the obsolescence of the "social office."

At the senior esecutive level, emphasis shifts from specialized education to a more humanistic if not liberal approach in order to acquire wholistic and globel understanding. (Refer again to Appendix I) Phillip Harris addresses the importance of such understandings in an article prepared for the 1980 Futures Convention.

> People, especially our employees or members, need to learn the skills of dealing with the differences in individuals and groups who are more diverse and less similar than those with whom they have been raised. Cross-cultural education and training becomes more essential today, especially for those in management positions, if cultural or future shock is to be managed. It requires that they become ultra-cultural, capable of operating effectively in pluralistic societies that are emerging. With this view, the human resources development programs will include the following concepts: the cosmopolitan manager, transcultural communications,

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[94]Harold Clark and Harold Sloan. Classrooms in the Factories. Rutherford, New Jersey: Fairleight Dickenson University, 1958, p. 17.

> cultural sensitivity, acculturation, cultural management synergy, effective transcultural performance, changing international business, and emerging world cultures.
>
> Management will need training in understanding culture, particularly from the perspective of cultural anthropology. Transcultural skills will enable managers to cope more effectively, reduce stress, and resolve conflict within the arena of international business relations. Transcultural awareness cushions the shock of living and doing business in an alien context. Presently, cultural training, as well as future studies, seem to be the missing ingredient in most management and professional development.[95]

Robert Theobald adds to this issue in an article entitled, "Management of Complex Systems":

> We must learn communication skills so that we can decide on how change (transformation) is to be effectively managed. Management decisions will call for actions based on inadequate and incomplete knowledge; the good decision-maker will the the person who develops skills to cope with this reality. . . . (To this end) we must prepare ourselves to meet an uncertain future rather than plan for a particular, clear-cut future. . . . (In this setting) cooperation and trust relations between people is a societal necessity.
>
> The results of such efforts will be aimed at the creation of a world without borders controlled by multinational and transnational institutions in an economic climate which requires the interdependence of nations through the cooperative efforts of the multinational corporations.[96]

In these efforts, therefore, business and industry acquires even greater social power in that they now play a major role as educational institutions and are a major feature of the socialization process as it aims at managing change in a way that will adapt society to the new technology era. However, few companies, as yet, have perceived this potentiality as a major focus, and given the reluctance of American industry to accept this role, one can expect the public sector to pay for any programs undertaken for the benefit of the private sector.

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[95]Phillip R. Harris. "Preparing Tomorrow's Corporate Cosmopolitans: Implications for 21st Century Managers and Consultants." Through the 80s, Frank Feather, editor. Washington, DC: World Futures Society, 1980, pp. 60 -63.

[96]Robert Theobald. "Management of Complex Systems: A Growing Societal Challenge." Through the 80s, Frank Feather, ed., Washington, DC: World Futures Society, 1980, p. 47.

Finally, management-labor education now goes much beyond the narrow notion of "trades" knowledge and encompasses its application to the global scheme of production

Conclusions. The potential for adult education growth in this sector is limited by several factors not the least of which is the current economic situation facing corporations operating domestically and competing in a life-or-death battle for markets abroad. From this perspective, therefore, as profits fluctuate, one may expect corresponding fluctuations in educational investment for all except upper-level management. Furthermore, the traditionally less-than-conservative approach to adult education as undertaken by American corporations for lower management and blue-collar workers as well as the new "pink" and "grey" collar workers can only be comprehended when placed within the perspectivesof increased capital intensiveness and global earnings pictures.

Unfortunately, in those areas where innovative programs are feasible, organizational inertia and reluctance often occur.

To encourage industrial involvement in this area, therefore, one may expect to see the rise in:

1. tax concessions to those companies who do provide training for its employees and for non-employees, particularily those programs which enable workers to accept jobs in the non-productive sector or the emerging technologies such as solar panel construction. These programs will focus on those individuals who would not be able to enter the labor market without special help.

2. day-release time which would incorporate education and training as a condition of employment and serve to stimulate a higher degree of motivation than now exists among blue-collar workers.

3. financial incentives to organize effective training programs for their own employees when they perceive that jobs will become redundant.

4. the development of a new reward system for those employees who either through their own initiative or through company programs seek re-training before unemployment occurs. (This is more than reimbursement.)

5. continuing retraining and up-grading for the management and professional levels. This will include the development of organizational forms

designed to meet the needs of trainers within industry and the hiring of more people to produce detailed in-house programs and materials tailored to meet the individual corporation's needs.

6. reformulated human resource development policies which draw attention to the needs of society in terms of the full-utilization of all available talent.

However, should business and industry decide to place a greater focus on education, we can also expect some problems regarding the duplication of courses and the allocation of scarce teaching personnel. Therefore, it will be necessary to improve the communications networks between industrial education and local adult education opportunities. One successful example of such interfacing is at the Rio Solado Community College whose program includes in-plant, in-industry courses. Similar innovative programs in response to management needs include workshops and weekend courses offered by the Arizona Futures Institute, which seeks to educate people in their own setting, and the Global Studies Program offered by the Adult Education Division of the American University in Washington, D.C. An even more provocative program, however, is provided at Saclay in France. This organization produces diplomas which are valid for only five years! Of course, this last point raises the whole notion of competency-based certification, etc., which is another whole issue.

Finally, as the public schools no longer seem to be able to maintain the social order, we now expect business and industry to act as a social machine ready and willing to gobble up social disorder through its educational undertakings and its employment policies. Given the main goal of business and its need to manage social change to achieve a profit, the issue of adult education of either the current labor force or the surplus labor force is clearly a secondary concern. From this perspective, any undertakings of an educational nature might more clearly be regarded as a means to maintain workplace or social control and to diffuse or reduce the level of conflict and social frustration within the workforce.

Moreover, if and when a wider interest is taken in adult education in North America, one can only expect such activities to perpetuate social inequities either through rigid policies regarding the allocating of education funds or the distribution of educational opportunities among the labor force.

Ideally, of course, what is needed in this instance is a medium for the negotiation of individual needs with corporate and national needs in order to achieve consensus over issues of mutuality. However, the present stance of economic and political attitudes as regards adult education can only be seen as a facade of liberality as it has not effectively afforded opportunities by which all levels of the work force can come to appreciate the others' points of view nor can we expect it to willingly do so in the future. Therefore, one may expect that any programs designed to provide educational opportunities will be totally dependent upon corporate whim or changes in the industrial climate; and any private musing on the possibility for a sincere effort to undertake adult education on a broad basis should be effectively dispelled.

PART V

I. The Issue of Control

An Historical Overview

Introduction. Before the Civil War, the skilled craftsmen controlled the workplace actually regulating the production process and setting the work pace. The company paid the craftsmen who in turn paid their helpers and who trained them as they saw fit.

Of course, such a cost-benefit arrangement was less than desirable from management's standpoint. Therefore, the advent of the assembly line was coupled with "welfare" programs and scientific management to "relieve" workers of their responsibility to management in the production process. Hence, the production process itself emerged as the means to control the workers, i.e. this was the start of management control at the workplace through structural and tecnological control.

At the same time, management took over the training of apprentices and sought to instill in its workers at all levels the virtues of hard work, obedience, loyalty, respect for authority, patriotism and good citizenship--preferably through internal or external education programs.

Management also simultaneously backed public education where an appreciation for the work ethic was taught as well as free enterprise. In 1921, Frank Gilbreth wrote that the "training of workers" is "merely enabling them to carry out the directions of his work schedule."[1] To this, Montgomery adds that "it is precisely this conception of education's purpose which has provided the criterion against which the success or failure of public schooling has most often been measured in this country."[2] In fact, in 1927, Charles R. Mann, Director of the American Council on Education, declared that the main challenge

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[1]David Montgomery. Workers' Control in America. Cambridge, London: Cambridge University Press, 1979, p. 157.

[2]Ibid.

facing the Council was to "decide how education can be organized to meet industrial specifications."[3] This agency also sought to provide means of "mutually intelligible communication between industrialists and schoolmen."[4] Thus, such efforts resulted in the interlocking of the industrial chain of command with education.

The rise of industrial unionism was labor's response to these events. Its educational programs sought to unite the people and to encourage sticking to the negotiated contract in order to build a strong union power base. The 1920s saw the rise of this collective union power, and subesequent years saw the effectiveness of collective action to attain worker goals at the workplace.

The cumulative results of these efforts saw (1) a shift in the unions' attention from the production process toward issues of wages and job security and (2) management control over hiring, firing, wage rates, and knowledge used in the production process. In addition, the state had gradually become the agency of social and economic change in an attempt to nationalize the educational environment in which business functioned. In addition, the presence of a large labor surplus as a result of the depression, coupled with new management techniques, intensified management's control over the work force.

After both World War I and II, there was an acute shortage of trained managers able to implement industrial policies aimed at the issue of "human engineering." However, industry working closely with educational institutions and government connections, made every effort to quickly provide itself with competent managers trained to deal with increased production and workplace discord. During this time, internal education programs and propaganda promoted the need to work for the success of the corporation and encouraged efficiency.

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[3] Ibid., p. 158

[4] Ibid.

Unaware of its consequences and enmeshed in consumerists attitudes, the workers accepted the gradual degradation of work and their loss of control over the production process.

The Technocratic Age

By 1970, coupled with the growing centralization of capital, corporations had firmly entrenched themselves as social institutions in the American culture. Rapid technological innovations produced new tools of production which only management could organize. comprehend, coordinate, and control. Hence, control was now structural, bureaucratic, and embedded in the technology. utilized. Management was thus able to successfully displace control frustration to the technology rather than accept responsibility for it itself. Under such a system, therefore, the technology is used as a means to dominate the workforce and control the economy. Conveniently, therefore, conflict is no longer at the plant level; it is either national or global.

While management was attaining this position, however, the work ethic had broken down since control had clearly been removed from the individual worker. The results of high absenteeism and high rates of sabotage indicated employee dissatisfaction at all levels. Equally strong is the presence of the values of "new" workers in the work place, and the results of their presence is recalled in the events of Lordstown and Jamestown.. Of course, these examples clearly illustrate the union's inability to control its workers. Subsequent programs undertaken by management attempt to help them do so, such as QWL, participation, etc. Therefore, it is apparent that management and union now share responsibility in maintaining control at the workplace.

This situation is complicated also by the fact that the schools' values no longer converge with industrial values, i.e., students are taught to value democracy and individual, independent thinking. However, the workplace setting is neither democratic nor receptive to individual initiative. In fact, the

level of education required of semi-skilled personnel is actually diminishing. Moreover, there is some suggestion that the level of production is inversely related to the level of educational attainment. Thus, the requirements necessary to "monitor" the new technologies actually auger for the dispossesion of knowledge. Thus, the fact that the schools no longer turn out products designed to obediently function in the workplace is a moot issue... as is the question of control.

PART VI

I. FINDINGS

Introduction

The compressing of the time-span of major social change into less than a single lifetime requires a whole new set of assumptions about the education of youth and adults. First, there must be a shift away from the concept of the transmission of knowledge to the development of the capacity to learn. In this sense, being taught how to learn is more important than being taught what to learn. Secondly, the teacher is one who helps individuals inquire through the design to flexible, sequential plans for continued life-long learning. Third, work should be seen as an opportunity for creative self-realization.

The results of such reassessments which, through adult education, can be expected to transform our society in the following ways: (1) Adult education is certain to become the most significant dimension of our international education system; (2) The number of institutions providing opportunities for continued learning will continue to increase or expand their programs for adults; (3) Special curricula will be available for both the generalist and the specialist and both will be geared to the actual life problems confronting the adult learner; (4) Adult educators can expect to find a larger role in the coordination of the educational plans of the various institutions in such a way as would provide cumulative contributions to both the individuals and the institutions involved; and finally (5) The former role would be the first step in the creation of an educative community wherein adult educators see their role as serving individuals, organization, and in fact total communities.

> In such an educative community, everybody would also be partly a teacher and partly a learner; the highest social approval would be reserved for those activities and those persons concerned with improving the quality of human competence; and every decision by every organization and government agency would be evaluated in part according to its effect on the development of citizens towards self direction and enlightenment.[1]

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[1] James Robbins Kidd, ed. Learning and Society. Toronto: Canadian Assoc. for Adult Education, 1963, p. 279.

Of course, the obstacles to the reorganization of our national educational system according to these concepts are great; intellectual mobility is not yet a top priority value in our society. In the meantime, however, we can hope to make some breakthroughs in certain segments of our society. With this in mind, therefore, it is appropriate to next examine the potential or limitations for the achievement of such breakthroughs in those segments (groups) in our society currently under discussion, i.e., labor and management.

National Priorities in Transition

In recent years the United States has been confronted by increasingly urgent economic problems; classical economic solutions have failed to yield promised results. Absent from all solutions, however, has been the development of a coordinated program which sees continuing adult education and training as an absolute necessity to a healthy society. Therefore, in an economy which is based on technological change and where the rate of change itself is important, the presence of a large number of adults whose level of education or training freezes them out of the new economy becomes a retarding force in that economy. To fail to address national recovery, therefore, without including this issue is to invite continued unemployment, inflation, loss of markets, and a national sense of frustration. In other words, the continued education of adults must be viewed as a national capital investment. Kidd speaks to this issue by saying

> It seems apparent that we have been able to afford to pay a sizeable proportion of our workforce to stay out of work. The price for this enforced and aimless leisure is already being paid by the individuals concerned; the society will pay it now and later in ruined lives and in a partially demoralized and dispirited population.[2]

He continues to say that

> In the learning society, the concept for continuous learning is a central feature of national policy. While a variety of local,

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[2] Ibid., p. 408.

> regional, and national agencies, public and private groups, and individuals and collective enterprises continues to formulate, pursue, and represent specific goals, the over-all national concern, the structure of the society and our particular interests, lie in the maintenance of opportunities for individuals to grow and to mature; in short to learn. If we truly believe that our society, or the Good Society finds its final justification in the preservation and encouragement of individual happiness, respect, and satisfactions, the emphasis on learning is our only means of bending apparently haphazard change to our will.[3]

Kidd concludes that we can, as a society, afford to undertake a program of this nature; "what is probable is that we cannot afford not to undertake it, if we are to survive."[4]

The implementation of such a policy would legitimize the alternation between work and education and in fact, an alteration in the nature of work itself. Furthermore, society would gain if work and study were mixed throughout a lifetime in that it would

> reduce the sense of compartmentalized roles of isolated students v. workers and of youth v. isolated age. The sense of isolation would be reduced if more students were also workers and if more workers could also be students; if the ages mixed on the job and in the classroom in a more normally structured type of community; if all the members of the community valued both study and work and had a chance to understand the flow of life from youth to age. Society would be more integrated across the lines that now separate students and workers, youth and age.[5]

To attain this aim, the Carnegie Report recommends that

> alternative avenues by which students can earn degrees or complete a major portion of their work for a degree be expanded to increase accessibility of higher education for those to whom it is now unavailable because of work schedules, geographic location, or responsibilities in the house.[6]

Finally, from the perspective of adult education, it is quite delightful to think in terms of national policies designed to reform the society; however, it must be observed that in America, reform is traditionally at the level of the institution, not at the level of the society. Therefore, when thinking in terms of reform, this is the level at which we must begin policy

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[3] Ibid., p. 410.

[4] Ibid., p. 408.

[5] Ibid., p. 4.

[6] Ibid.

formulation.

Role of Adult Education--Potential and Limitations

Hence, to wistfully envision such national policies or coordinated programs at the national level with labor and management is, at this time, unrealistic. It is realistic, however, to encourage coordinated educational interchanges at the community level between members of both labor and management; and several organizations have already undertaken such innovative "breakthroughs"; namely, Pontiac Motor Division of General Motors Corporation.

Figure 2 is illustrative of such a design of inter-relatedness in its attempt to educate people in their own settings. This particular model involves work-related staff development and the personal growth multi-dimensional notions of learning.

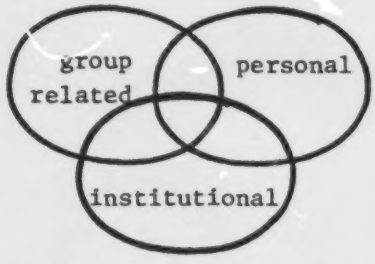

Figure 2. Model illustrating the multi-dimensional notion of learning

Initiatives of Educational Institutions. Ideally, adults must no longer have a cultural dependence of educational institutions. It should be recognized that all adults have possible roles of aducators and their groups, as agents of education. Therefore, the relationship between professional and voluntary educators and adult learners should be carefully analyzed when thinking in terms of these two groups. In this light, the emergent relationship between work and education is no longer a question of the workers (working class) getting access to the educational institutions, rather it refers to the presence

of workers as educators within these structures; for example, a foreman teaching a group of managers the art of flycasting or a manager teaching time-study techniques to a class of students in the community college. Therefore, in response to such conceptualizations, adult educators should be thinking in terms of off-campus learning centers and eventually regional and national learning centers. Group learning can be done in group centers at the work setting or at educational sites throughout the community such as the library or museum. Self-directed learning can be facilitated through meetings with the student's (s') home or at mutually agreed upon locations within the community which would contribute to the learning task. In addition, the two-way systems of communication now available through growth in the educational technologies should also be considered as part of such learning designs. Such programs are now being referred to as (SF/TF), i.e., Space-Free/ Time-Free adult education.

In this way, participation in education involves participation in the cultural, civic, and social life of the community and as such necessarily involves other community personnel and organizations in the educative process, i.e., the education of Man <u>in</u> society. Such innovative arrangements enable the learner and the facilitator to talk in terms of the other person's interest; this is the 1 to 1 reach to the individual at his/her level of fear of change. As such, this approach also allows for concentration of originality rather than routine learning project, on the unusual v. the usual, and on action v. "reaction" learning. The theory behind this suggestion is that if each one of us can impart control of one small segment of the learning project, this will provide the student with tools (confidence, skills, etc.) to demand control over a greater segment of his/her life, labor notwithstanding.

Therefore, with this in mind, we need to devote serious attention to providing education for general needs and leisure with the same concern and

commitment with which we have argued for education relevant to work. From this perspective, adult education can strive toward the healthy reform of labor and industry and education wihout becoming a "handmaiden" of any of them or without becoming a part of the professional servant class which conspires to keep the working class divided and down.

Finally, as adult education is increasingly seen as a legitimate form of activity, we can expect to see continued growth in external degree programs, more intensive use of the community college and other community resources, centers for out-service training, greater coordination in employment counseling to meet community and industry needs, the growth in SF/TF programs, and a greater interest on the part of federal agency interation in adult education's attempts to serve social goals.

Of course, such potential represents new jobs for paraprofessional adult education aides, adult education administrators, researchers, media specialists, guidance and counseling positions, and positions within industry keyed toward education and training.

Role of Labor and Management.

Labor. Primarily, it may be said with some degree of confidence that, in general, labor will continue to express very little interest in education unless its pecuniary advantages are immediately demonstrable. Unfortunately, the issue of earning power in relation to adult education has traditionally been mentioned only as an incidental benefit or by implication or as the underpinning for the improvement of man in terms of morals, knowledge, spiritual understandings, et cetera. Therefore, given the traditional "bread and butter" orientation of labor to education and the desire of labor hierarchy to control the education of its workers, the past and projected absence of workers in adult education programs is to be understood.

Of course, this situation is most unfortunate as this very interchange could provide workers with access to the new educational technologies and provide their leaders with training in their use, allow for the placement of emphasis on how to make the group work for the individual, and serve to alleviate or reduce the psychological fears and barriers to the learning process.

Industry. Industry, as a social institution and as a deliverer of adult education, like other social institutions tends to have greater concern for its own well-being and perpetuation. Consequently, according to Jensen,

> . . . . their programs are influenced by this concern. Adult education programs which are approved and carried on by such institutions are most likely to be those which are good for the institution, i.e., they are institution-centered (v. individual or socially centered)*. Veblen observed that 'institutions are products of the past process, are adapted to past circumstances, and are never in full accord with the requirements of the present' (or of the future)*. . . . (Therefore) highly institutionalized adult education programs are not likely to be flexible; changing programs often involve institutional changes, and these are usually made with considerable difficulty.[7]

Veblen thus implies that an organization which can change and which does value internal cultural change is to be highly valued. However, several factors within the culture of the organization do mitigate against change through adult education and among these are institutional inertia, unawareness of the need to change, misinformation regarding the level of skill and development required to implement change, and the unwillingness to undertake the innovative process itself in order to effect change. In addition, there is a identifiable hositility within management to fullfill any other than its profit purpose; hence, organizations actually resist their role as deliverers of education in both the personal and work-related areas.

Moreover, in those instances where industry has accepted this role, problems are likely to be compounded in terms of the credentialling of workers.

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*Author's additions.

[7]Gale Jensen, et. al. Adult Education: Outlines of an Emerging Field of Univ. Study. Adult Educ. Assoc. of the U.S.A., 1964, p. 10.

O'Toole addresses this problem by suggesting that it is necessary to create a credentials system that does not circumvent the process of learning and growth on the job.[8] Additional difficulties which arise here are that (1) few employers are competent to teach and (2) even fewer are in a position to examine or meaningfully credential their workers.

Adult education can attempt to fill these gaps, however, through the continued efforts devoted to the training or trainers, the development of supportive materials and techniques, appraisal systems, team-teaching with internal staff, and the provision of expert consultants able to develop and coordinate a system of recognition and the transferability of credits for what workers learn.

II. CONCLUSIONS

> Today, each of us is vulnerable. We are, in a way never before experienced, alone; faced with an environment which we must define for ourselves. The search for identity is now in deadly and enthralling earnest.[9]

Without in any way rejecting history or ignoring the visions of the future, the most important timeframe for most of us is the present. At issue, therefore, is how can we, as adult educators, help people now at those levels and at that pace which they themselves define. In the examination of this issue, we need, therefore, to frankly recognize how our actions relate to the management of social change and, in fact, to the concept of social control. Thus, since all education is political in nature and since progress requires political activity, adult educators must recognize that we are now attempting to affect political choices and to shift values in a particular direction. We may originally set out to justify these actions through

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[8] James O'Toole. Work, Learning, and the American Future. San Francisco: Jossey-Bass, 1978. pp. 171 - 172.

[9] James Robbins Kidd, ed. Learning and Society. Toronto: Canadian Assoc. for Adult Education, 1963, p. 405.

designs intended to off-set macro-economic factors affecting unemployment and underemployment, but in actuality the intention is to shift away from the non-functional values of continuity (industrialization, consumerism, and capitalism) toward a new paradigm which emcompasses the values of a post-industrial society, i.e., consensus-making, conservation, social responsibility, production for social benefit, and socialism.

Moreover, in as much as adult education should fail to provide the path toward these new values in which people can learn to exercise personal and eventually social-economic control, adult education will have assumed either willingly or unwillingly an unholy alliance with fleeting capital and repressive union control. Thus, adult education can either give the American adult the <u>false</u> sense of social control and political power or it can strive actively to empower people with those skills and understandings necessary to dislodge control from the capitalist producers, i.e., strive to change the very conditions of society themselves. Thus, before us, lie two alternate paths: the strengthening of the elites and the passification of the masses or the opportunity to empower people and enable them to develop a new type of collective solidarity.

Finally, in as much as adult education continues to perceive its role as "dualistic" in nature, i.e., training for the productive sector of high technology and the "treatment" of the "marginal" adult, this view will tend to perpetuate corporate power and the divisions of the masses.

III. RECOMMENDATIONS

This is an age of <u>rights</u>, and also it is the age of social responsibility. Therefore, an intrinsic goal of effective teaching will be to interweave the popular demand for rights with the offer to fulfill those obligations to the common good which such rights entail. Therefore, we must move away from the

concept of adult education as a change agent and begin thinking in terms of the management and control of change. From this perspective, our professional task is to help people to discover what is possible and how common purposes can be achieved through such discoveries and to teach others to do the same. Hopefully, this will transfer to express, through the democratic process, the popular will. In any event, what this represents is a chance to redirect public policy, and at the very least it recognizes the aspiration to challenge it. In this sense, America has the opportunity to contest the alienation of the impotent, excluded masses from the ordering of a polity that is not theirs.

Therefore, what is needed is a new curricular approach which deals with awareness, issue identification and verification, goal formulation, and organization design with the goals of arriving at (1) individual empowerment skills and, (2) a community consensus and global consensus over issues of mutuality. Such a curriculum, as undertaken by adult educators, is based on the new service society and calls for participatory decision-making by informed adults and anticipatory, innovative learning which stresses preparation for future alternatives rather than adaptation by the person and which enhances the ability to create new alternatives. The results of such an approach would provide (1) the means for the negotiation of individual needs with their groups and the wider society, (2) the design of functional methods to move toward the post-industrial society based on humanistic values, and (3) for the creative release of energy by individuals and groups within the society.

To move in this direction, however, it is necessary that the following conditions be present:

1. Maximum informed participation in decision-making at all levels of public and corporate policy
2. The presence of a concept of "mutual" assistance which implies the willingness to subvert one's personal interests to the common good.

3. Citizen access to all information relevant to informed decision-making
4. Equal distribution of both sacrifice and benefits among the citizenry
5. The solutions to problems should be made through general agreement by all the citizens concerned, i.e. consensus.
6. Once decided, all citizens would be expected to cooperate in implementing the decisions taken.

Adult education's most obvious contributions in this area, therefore, are (1) in the studying of issues, (2) in the preparation of individuals and groups for informed participation, and (3) assisting in the everyday carrying out of those tasks decided upon.

Right now, in America, we have no consensus because we are divided among ourselves--between those who hold protectionist values and those who hold growth values. What is needed, therefore, is a technology of values which foster independence, humanism, selective technology, and common interests. We, adult educators, are to be the guides and the facilitators who are going to inform the masses of this social transformation. In so doing, we must be prepared to reassert the joy of conscious living over the capitalization of manpower and strive to dissipate the dependence on those elements in our society which perpetuate division and compartmentalization of our environment. Thus, we must work toward the fulfillment and affirmment of life.

In conclusion, our goals are (1) to define constructive actions that will improve life and empower other human beings, (2) assist people to understand themselves and others, (3) assist them in working actively with their groups so that their groups work for them, (4) help people to deal with systems within our society and in their groups, (5) provide continuing professional and technological skills, (6) provide counseling, supervisory, and consulting services to individuals and their groups, and (7) teach how to create and manage change in order to reinvent an exciting and fulfilling living environment.

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APPENDICES

(Note: Appendixes A, D, G, H, I, and J were removed due to copyright restrictions.)

APPENDIX B

SECTIONAL AFFILIATIONS OF AEA MEMBERS IN 1956-1957

Community Development	734
Home and Family Life	690
Young Adult Education	404
Research and Evaluation	333
Public Affairs	280
Residential Education	170
Rural Adult Education	170
Professional Development	154
Labor Education	135
Aducation for Aging	121
International Affairs	105
Financing Adult Education	103
Education of the Foreign-Born	66
Fundamental and Literacy Education	65
Music in Adult Education	33
Liberal Adult Education	30*

*Malcolm S. Knowles. Adult Education Movement in the U.S. New York: Holt, Rinehart, and Winston, 1962, p. 233.

APPENDIX C

SOME REPRESENTATIVE PROGRAMS OF ECONOMIC EDUCATION FOR ADULTS

AFL-CIO	to develop understanding of labor union movement and role of unions in economy	books, pamphlets, filmstrips, film, newsletter, reports	workshops conferences	economic principles	union members (began 1881)
American Iron and Steel Institute	compilation of industry-wide statistics and information and distribution to public; report research results	magazine statistical reports, films, filmstrips, booklets, public inform. advertising	conferences, seminars, discussions, workshops	economic problems related to industry	members, editors, teachers, public (began 1912)
American Labor Education Service	cultivate sound human relations through helping workers develop understanding of problems, confidence, sense of social responsibility	newsletters, movies, pamphlets	institutes, courses in labor economic & social problems; field trips, conferences, discussions, lectures	community economic needs	union members
Brotherhood of Railroad Trainmen	to keep members informed of economic and social issues of importance to the country and to individuals as citizens and union members	newspaper, pamphlets, magazine	speakers, conferences	money management, economic issues, operation of free enterprise system	members
Chamber of Commerce of the United States	develop understanding and appreciation for free enterprise system	books, pamphlets, discussion guides filmstrips, films, economic quizzes	discussion groups, plant employee meetings	economic principles, community relations, money management, economic systems	employees, public
Industrial Corporations (examples)	to develop greater understanding and appreciation for the problems and contributions of industry and of the free enterprise system	newsletters, magaines, books, pamphlets, films, filmstrips, recordings, flannel boards, demonstration kits	classes, lectures, discussions, panels radio & TV	operation of free enterprise economy	employees (some materials & activities for public)

Name of Organization	Purpose of Program	Publications	Activities	Emphasis	Audience
National Association of Manufacturers	to develop understanding and appreciation of the free enterprise system. To preserve freedom of opportunity and enterprise	books, pamphlets, reprints of speeches, films filmstrips, discussion guides	workshops, conferences, discussions	economic principles, the free enterprise system, productivity	members, employees, the public

APPENDIX E

UNITED STEELWORKERS OF AMERICA

1980 SUMMER INSTITUTE

NUMBER OF STUDENTS	DISTRICT	DATE	LOCATION
150	1	June 2-6	University of Massachusetts
172	7, 8, & 20 (41) (33) (98)	July 6-11	Penn State University
48	9	March 10-12	Rutgers University
137	9	June 1-6	East Stroudsburg State College
53	15	May 19-23	Linden Hall
45	15	September 15-19	Linden Hall
60	19	July 7-11	Linden Hall
65	23	July 13-18	Linden Hall
37	26	July 7-11	Kent State University
120	27	June 16-21	Kenyon College
147	30	May 4-9	University of Indiana
151	30	June 15-20	University of Indiana
135	31	July 13-18	University of Illinois
140	31	July 20-25	University of Illinois
250 (Estimate)	32	September 21-26	University of Wisconsin
		September 28-October 3	University of Wisconsin
109	33	September 7-12	Quadna Mountain Lodge
101	34	July 6-11	University of Kansas
110	34	July 20-25	University of Missouri
345	35	June 1-6	University of Tennessee at Chattanooga
350 (Estimate)	36	October 5-10	Holiday Inn Convention Center Gatlinburg, Tennessee
2,825	TOTAL		

1980 USWA SUMMER INSTITUTES

(1) DISTRICT 1 - University of Massachusetts - June 2-6 - (150)

Shop Psychology - USWA
Collective Bargaining - USWA
Grievance Administration - USWA
Safety and Health - USWA

(2) DISTRICTS 7, 8 and 20 - Penn State University - July 6-11 - (172)
$110.00 on Campus
90.00 off Campus

History and Philosophy of The Labor Movement - PSU
OSHA and Its Impact - USWA
Labor and The Economy - PSU
Labor and The Community - PSU
Labor and The Arts - PSU
The World of Work, Drugs and Alcohol - USWA
Political Issues of the 80's - PSU
Women's Issues - PSU
Local Union History - PSU
Union Busting - PSU
History and Structure of The USWA - USWA

(3) DISTRICT 9 - Rutgers University - March 10-12 - (48)
$ 96.94

Steelworker and Her Union - USWA
Grievance Handling and Arbitration - Rutgers
Energy Problems and Solutions - Rutgers
Public Speaking and Parliamentary Procedure - Rutgers
Labor Laws In The Shop - USWA
Workers' Rights In The Plant - USWA
New Jersey State Labor Laws - Rutgers
New Jersey Compensation System - Rutgers
Wage and Hour Regulations - Rutgers
Labor Dispute Settlement - Rutgers
Disabled Workers - Rutgers
Labor's Legislative Goals - USWA

(4) DISTRICT 9 - East Stroudsburg State College - June 1-6 - (137)
$100.00
35.00 (Commuters)

Steelworkers and The 80's - USWA
Grievance Handling - USWA
Workers' Compensation - Attorney Refowich
Alcohol and The World of Work - Frank Carney (Livengrin Foundation)
Pennsylvania Legislative Issues - USWA
Collective Bargaining - USWA
Blue Cross and Blue Shield - Blue Cross Representative
Leadership and Communication - East Stroudsburg State College
OSHA and Its Impact - USWA
USWA and Community Services - AFL-CIO Labor Representative
District 9 Legislative Issues - USWA
Unemployment Compensation - UC Regional Representative
HRDI and The USWA - Bill Werkheiser (HRDI Staff)
Arbitration - USWA

(5) DISTRICT 15 - Linden Hall - May 19-23 - (53)
$160.00 Double Occupancy
210.00 Single occupancy
40.00 Commuters

Steelworkers and The 80's - USWA
Grievance Administration - USWA
Parliamentary Procedure - USWA
Problem Solving and Decision Making - USWA
OSHA and Its Impact - USWA
Trade Readjustment Assistance - USWA
Office and Technical Workers - USWA
Drugs and Alcohol - Alternatives, Inc.
Organizing and The Law - USWA
New Member Program - USWA

(6) DISTRICT 15 - Linden Hall - September 15-19 - (45)
$160.00 Double occupancy
210.00 Single occupancy
40.00 Commuters

Effective Communication and Leadership - USWA
Problem Solving and Decision Making - USWA
OSHA and Its Impact - USWA
Drugs and Alcohol - Alternatives, Inc.
Organizing and The Law - USWA
Civil Rights and The Law - USWA
New Member Program - USWA

(7) DISTRICT 19 - Linden Hall - July 7-11 - (60)
$180.00 Double occupancy
245.00 Single occupancy
40.00 Commuters

Union Busting - Penn State University
Workers' Compensation - District 19 Attorney
Safety and Health - USWA
Labor and The Economy - USWA
Civil Rights and The USWA - USWA
International Labor Movement - USWA
Problem Solving and Decision Making - USWA
Plant Shutdowns and Its Impact - USWA
Drugs and Alcohol - Alternatives, Inc.

(8) DISTRICT 23 - Linden Hall - July 13-18 - (65)
$180.00 Single occupancy
120.00 Double occupancy

History and Formation of Unions - USWA
Responsibilities of Local Union Officers - USWA
Arbitration Techniques - USWA
International Labor Movement - USWA
Problem Solving and Decision Making - USWA
OSHA and Its Impact - USWA
Drugs, Alcohol and The World of Work - Alternatives, Inc.
Civil Rights and The Law - USWA
Labor's Legislative Goals - USWA
Organizing and The Law - USWA

(9) DISTRICT 26 - Kent State University - July 7-11 - (137)
$135.00

State of Unions Today - Ohio State University
Labor and International Affairs - OSU
Energy and Inflation - USWA
Civil Rights - USWA
Consumer Affairs - OSU
Time and Motion Study - OSU
Economics - OSU
Labor History - OSU
Psychology of Labor-Management Relations - OSU
Office and Technical Workers - USWA
Grievance Administration - OSU
Current Legislative Issues - OSU
Arbitration Preparation and Processing - USWA
Effective Communications - OSU

(10) DISTRICT 27 - Kenyon College - July 16 - (120)
$ 80.00 Affiliated Locals
150.00 Non-affiliated Locals
45.00 Commuters

State of The Union in The 80's - OSU
Unions and The Economy - OSU
Promoting Meeting Attendance - OSU
How Arbitrators Decide Cases - OSU Arbitrator
Steelworker Legislative Committee - USWA
Leadership and Effective Communications - OSU
Basic Time Study - OSU
Advanced Time Study - OSU
Grievance Administration - OSU

(11) DISTRICT 30 - University of Indiana - May 4-9 - (147)

Job Evaluation and Wage Incentives - USWA
Basic Labor Law - Indiana University
Pension, Insurance and S.U.B. - USWA
Labor and Politics - USWA
Communication Techniques - Indiana University
Problem Solving - Indiana University and USWA

(12) DISTRICT 30 - University of Indiana - June 15-20 - (151)

Collective Bargaining - USWA
The Union Meeting - USWA and Indiana University
Labor History and Administration - USWA
Grievance Handling and Arbitration - USWA

(13) DISTRICT 31 - University of Illinois - July 13-18 and July 20-25 - (275)
$115.00

Union Leadership and Responsibilities
Labor History and Philosophy
Productive Meetings and Parliamentary Procedures
Civil and Human Rights
Grievance Handling
Labor Legislation and Politics
How To Tell The Union Story
Safety and Health
Issues of The Day
Energy Alternatives

(13) DISTRICT 31 - University of Illinois (Continued)

The Union Leader as a Communicator
Effective Planning and Discussion
Labor Law
Collective Bargaining
Rights and Responsibility Under OSHA
Communications
Fundamentals of Psychology
Winning Others to Your Point of View
Decision Making and The Political Process
The Radical Right in America

(14) DISTRICT 32 - University of Wisconsin - September 21-26 and September 28-October 3 - (250) Estimate

$217.00

Labor History - UOW
Local Union Communications - UOW
Contract Analysis - UOW
Grievance Administration and Arbitration - UOW
Economic Factors in Bargaining - UOW
Contract Negotiations - UOW
Arbitration Procedures and Labor Law - UOW
Pension Law and Bargaining - USWA
Job Evaluation - UOW
OSHA and Workers' Compensation - UOW
The Art of Communication - UOW
Wage Incentive Problems - UOW

(15) DISTRICT 33 - Quadna Mountain Lodge - September 7-12 - (109)

$186.00

Labor History and Civil Rights - USWA
Effective Union Leadership - USWA
Collective Bargaining - USWA
Problem Solving and Decision Making - USWA
Effective Union Administration - USWA
Local Union Communication - USWA
Arbitration - USWA
Minnesota Unemployment Compensation - State UC Representative
Michigan Legislative Issues - Michigan AFL-CIO Representative
Labor and The Economy - USWA
Workers' Compensation - Minnesota Workers' Compensation Commission
OSHA and Its Impact and MSHA - USWA
Labor's Legislative Goals - Minnesota AFL-CIO

(16) DISTRICT 34 - University of Kansas - July 6-11 - (101)

$145.00

Functions of Unions and Grievance Handling - USWA
Union Leadership - USWA
Improving Leadership Through Stress Management - USWA
Legislation and Political Action - USWA
Basic Labor Law and Its Effect on Unions - District 34 Law Firm
Community Services - USWA
Labor and The Press - USWA

(16) DISTRICT 34 - University of Kansas (Continued)

Speech and Communications - UOK
Communications and Personal Development - UOK
Arbitration - USWA
Labor's Stake in International Affairs - USWA
USWA New Member Program

(17) DISTRICT 34 - University of Missouri - July 20-25 - (110)

Union History - UOM
Union Leadership - UOM
Classical Studies - UOM
Stress Management - UOM
Art and Archaeology - UOM
Theater - UOM
Literature - UOM
Reading and Writing Improvement - UOM
Labor Economics and Collective Bargaining - USWA
Union Psychology - UOM
Labor Law - UOM
Communications - UOM
Arbitration - USWA
Community Services - USWA
Health and Safety - UOM
Local Union Public Relations - USWA
Case Studies in Labor Relations - UOM
Energy Alternatives - UOM

(18) DISTRICT 35 - University of Tennessee at Chattanooga, Tennessee
June 1-6 - (345)

(19) DISTRICT 36 - Holiday Inn Convention Center - October 5-10 - (350) Estimate
$ 50.00

Steelworkers and The 80's - USWA
Local Union Communication - USWA
Grievance Administration - USWA
Collective Bargaining - USWA
Arbitration Techniques - USWA
Problem Solving and Decision Making - USWA
OSHA and Its Impact - USWA
USWA Update - USWA
Office and Technical Employees - USWA
Insurance and Pensions - USWA
Union Administration - USWA
Civil Rights and The Law - USWA
Job Evaluation and Wage Incentives - USWA

APPENDIX F

U. A. W. PROPOSAL FOR

A PROGRAM OF

PAID EDUCATION LEAVE

The Company agrees to pay into a special fund one cent (1¢) per hour per employee for all compensated hours for the purpose of providing paid education leave. Said paid education leave will be for the purpose of upgrading the employee's skills in all aspects of Trade Union functions. Such monies to be paid on a quarterly basis into a trust fund established by the International Union, U.A.W., and sent by the Company to the Canadian Region Headquarters at 205 Placer Court, Willowdale, Ontario, M2H 3H9.

The Company further agrees that members of the bargaining unit, selected by the Union to attend such courses, will be granted a leave of absence without pay for twenty (20) days of class time, plus travel time where necessary, said leave of absence to be intermittent over a twelve (12) month period from the first day of leave. Employees on paid leave of absence will continue to accrue seniority and benefits during such leave.

GW/swopeiu343
7-11-77

1980

PEL CURRICULUM CONTENT
(UAW - CANADA)

WEEKEND PRE-SESSION: Advanced assignment to be completed prior to attending two-day pre-session: program orientation and learning skills.

LEVEL I - OUR LABOUR MOVEMENT: (212 pages)
- Our Union Roots
- Canadian Labour Today
- How the UAW Works
- Introduction to Collective Bargaining

LEVEL II - COMMUNICATIONS AND ACTION: (174 pages)
- Principles of Communication
- Effective Speaking
- Effective Writing
- Handling the Media
- Shop Psychology

LEVEL III - PRACTICAL ECONOMICS FOR TRADE UNIONS: (163 pages)
- Kitchen Economics for the Worker's Family
- The Worker, the Work and the Workplace
- The Company and the Industry
- National Economy and How It Effects Us
- Information and Statistics
- Economics for Collective Bargaining
- Some Key Problems: Unemployment, Inflation, Controls (AIB) and Budgets
- International Trade, Multi-nationals, and International Labour Action

LEVEL IV - LABOUR AND SOCIETY: (111 pages)
- Labour and the Community
- You and the Law: How Laws Effect You, How Laws are Made, Influenced and Administered - some examples
- Problems and Solutions: Now and Tomorrow

GFW/ggopeiu343

ARTICLE 1 - NAME

1:01 These by-laws shall apply to the administration of the UAW PAID EDUCATION LEAVE PROGRAM as has been provided through the instrument of the UAW Leadership Training Program Paid Education Leave Trust Fund.

ARTICLE 2 - PURPOSE

2:01 To provide for the orderly administration of a program of Paid Education Leave for participating UAW members of the Canadian Region, UAW, subject to the terms of the UAW Leadership Training Program Paid Education Leave Trust Fund and the Constitution of the International Union, United Automobile and Agricultural Implement Workers of America.

ARTICLE 3 - MEMBERSHIP

3:01 These by-laws will apply to all UAW students selected to participate in the UAW Paid Education Leave (P.E.L.) program and to the local unions to which they belong.

ARTICLE 4 - POWERS OF ADMINISTRATION

4:01 These by-laws shall be administered by the Trustees of the UAW Leadership Training Program Paid Education Leave Trust Fund in the interest of the membership of the UAW and in accordance with the terms and conditions of the Trust Fund, including the power and authority to delegate the administrative details and day to day functions of the P.E.L. program.

4:02 In accordance with the terms and conditions set forth in Article 8:01 of the Trust Fund Agreement, the Trustees designate the Director of Education for Canada as their agent.

ARTICLE 5 - DUTIES OF TRUSTEES

5:01 The duties of the Trustees shall be as provided for in the Paid Education Leave Trust Fund Agreement including the Administration of the Trust Fund, and to cause the keeping of records and accounts.

ARTICLE 6 - TERM OF OFFICE

6:01 The term of office and the appointment of Trustees shall be as provided for in Article 7 of the Trust Fund Agreement.

6:02 In the appointment of Trustees, consideration will be given to the geography and the diversity of industry in which UAW members are employed.

6:03 While serving as a Trustee a member may not be employed in a full time capacity with the International Union, UAW.

ARTICLE 7 - ELIGIBILITY OF STUDENTS

7:01 UAW members will be eligible to be selected as a P.E.L. program student providing that they are members of a UAW bargaining unit which has secured a collective agreement with their employer - and under the terms of which, that employer contributes to the UAW P.E.L. Trust Fund.

7:02 The standards and procedure for the selection of P.E.L. students shall be the responsibility of the Education Department of the Canadian Region, UAW, subject to the approval of the Trustees as determined by resolution.

7:03 In the event that a bargaining unit does not complete its student entitlement during any given fiscal year, the excess funds retained in the account of such bargaining unit shall be applied to the calculation of their student entitlement for the following fiscal year.

ARTICLE 8 - STUDENT COSTS

8:01 All students' costs relevant to student participation in the P.E.L. program shall be assessed to the unit (capital) fund of which such student is a member.

MAINTENANCE OF EARNINGS

8:02 (A) UAW members selected to participate as students in the P.E.L. program shall have their normal earnings maintained. Such maintenance of earnings shall include straight time earnings, salary or hourly, whichever is applicable, as certified by their local union.

8:02 (B) Local unions participating in the P.E.L. program will make the payment of lost time directly to their students in accordance with Article 8:02 (A). Local unions will then forward their claim(s) for reimbursement of lost time, made upon the appropriate lost time forms and duly authorized, to the P.E.L. Administration Department. Local union claims for reimbursement where applicable may include but is not limited to payments made by the local union in addition to earnings such as Canada Pension Plan, Unemployment Insurance premiums and vacation pay.

8:02 (C) Students attending the P.E.L. program on paid personal holiday (P.P.H.) will be entitled to an additional day(s) leave of absence in lieu of such P.P.H. day(s). It shall be the responsibility of the student involved to notify the P.E.L. administration of such P.P.H. day(s).

8:02 (D) Students attending the P.E.L. program on a statutory holiday(s) for which they receive payment from their employer will be entitled to an additional day(s) leave of absence in lieu of such statutory holiday(s). It shall be the responsibility of the student involved to notify the P.E.L. administration of such statutory holiday(s).

8:02 (E) Students attending the P.E.L. program on their vacation for which they receive payment from their employer will not be reimbursed from the P.E.L. fund for such vacation. It shall be the responsibility of the student involved to notify the P.E.L. administration of their vacation period so that their attendance at the P.E.L. program can be scheduled so as not to conflict with their scheduled vacation.

8:02 (F) Students attending the P.E.L. program on scheduled attendance bonus day(s) will be entitled to an additional day(s) leave of absence in lieu of such attendance bonus day(s). It shall be the responsibility of the student involved to notify the P.E.L. administration of such attendance bonus day(s).

TRAVEL ALLOWANCE

8:03 (A) Students driving to and from the P.E.L. program location will be reimbursed a travel allowance at the current rate allowed by the UAW International Executive Board from the community in which their place of employment is located. The authority in establishing accurate mileage shall be the appropriate Department of Transportation.

8:03 (B) In the application of 8:03 (A), such payment shall only be made to the driver of the vehicle and shall exclude payment to passengers.

8:03 (C) Claims for travel allowance shall be made by the P.E.L. students upon authorized forms supplied at the P.E.L. program location. Payments of travel allowance shall be made at the P.E.L. location, directly to the students, by the P.E.L. administration.

8:03 (D) Air travel costs for students from outside Ontario and Quebec will be shared between the unit's capital portion of the Trust Fund and the earnings derived from the Trust Fund as stipulated in Article 11 of these by-laws. Such travel subsidy shall be determined by resolution of the Trustees on an annual basis and applicable to the following fiscal year.

MEALS AND LODGING

8:04 Costs incurred on behalf of the students for meals and lodging while attending the P.E.L. program shall be paid by the P.E.L. administration directly to the UAW Education Centre, or other enterprises as may be necessary to provide adequate facilities for the continuance of a residential student program.

PER DIEM

8:05 Students attending the P.E.L. program shall be entitled to a per diem expense amounting to Five Dollars ($5.00) for each full day they participate in the program. This per diem allowance shall be paid from the unit capital fund of which the student is a member, by the P.E.L. administration, directly to the stude ts.

WORKERS' COMPENSATION

8:06 The Trustees shall ensure through the agent of the Trust Fund Agreement that UAW local unions must obtain Worker's Compensation coverage for their students while attending the P.E.L. program. Local unions will be reimbursed the amount of the Worker's Compensation premium paid on behalf of their P.E.L. student(s) from that student(s) unit portion of the capital fund.

BENEFIT COVERAGE LEAVES OF ABSENCE

8:07 It shall be the responsibility of the students and the local union to arrange for leaves of absence from their place of work in accordance with their assigned class schedule. The students and the local union shall insure that students maintain their negotiated benefit coverage while participating in the P.E.L. program.

STUDENTS AFFECTED BY A LAY-OFF

8:08 A member selected as P.E.L. student and subsequently placed on lay-off prior to or while attending the program, shall have his or her earnings maintained by the unit capital fund at an earnings level equal to that which it would be if he or she were actively at work and on leave of absence as stipulated in 8:02 (A) of these by-laws.

STUDENTS AFFECTED BY SICKNESS OR INJURY

8:09 A member selected as a P.E.L. student and subsequently placed on a Worker's Compensation or sickness and accident claim prior to or while attending the program, shall have his or her earnings maintained by the unit capital fund at an earnings level equal to that which it would be if he or she were actively at work and on a leave of absence as stipulated in Article 8:02 (A) of these by-laws, providing such stipulation is in conformity with existing provincial or federal statutes.

ARTICLE 9 - ADMINISTRATIVE COSTS

9:01 (A) The Trustees shall have the authority to set aside from direct Employer (capital) contributions an amount of monies, sufficient to meet the annual operating costs of the P.E.L. program. Such costs shall include but are not limited to, program development and material costs, salaries, administrative costs, building maintenance and development costs, recreational costs, and such other costs as the Trustees may from time to time determine in the operation and administration of the Trust Fund, subject to the terms and conditions of the UAW Leadership Training Program Paid Education Leave Trust Fund.

9:01 (B) The Trustees shall upon an annual basis review the amount of direct Employer (capital) contribution to be set aside for the purposes established in 9:01 (A). The Trustees shall after completing their review, determine by reoslution the amount to be set aside for the following fiscal year.

ARTICLE 10 - SEPARATION OF PROPERTY

10:01 In accordance with Article 5:01 of the UAW Leadership Training Program Paid Education Leave Trust Fund the Trustees will cause contributions received from employers, save and except those amounts provided for in Article 9 of these by-laws, to be credited to the account of the bargaining unit which maintains a collective agreement with their employer for the purpose of providing Paid Education Leave for the members of that bargaining unit.

10:02 Contributions received by the Trust Fund from sources other than employer contributions will be directed by the Trustees to a purpose consistent with the objectives of the P.E.L. program. Such determination shall be by resolution of the Trustees from time to time when deemed necessary.

ARTICLE 11 - EARNINGS ON INVESTMENTS

11:01 The Trustees are empowered to apply all or part of the earnings on investments derived from employer (capital) contributions to the benefit of members of participating P.E.L. local unions or units of local unions for the purpose of obtaining financial eligibility and access to student entitlement. The Trustees are also empowered to direct all or part of the earnings on investment derived from employer (capital) contributions to assist in defraying other costs, such as long range travel or day-care, necessary to encourage participation in the P.E.L. program. The Trustees shall after completing their review determine by resolution the amounts to be set aside for these purposes and to be applied in the following fiscal year.

11:02 The Trustees are empowered to set aside from earnings on investments adequate financial reserves so as to insure the continuance of the P.E.L. program.

ARTICLE 12 - FISCAL YEAR

12:01 For purposes of the administration of the P.E.L. program the fiscal year shall be that period from July 1 through June 30, inclusive.

ARTICLE 13 - AUDITS AND ACCOUNTING

13:01 In accordance with existing practices within the UAW and Article 9:02 of the Trust Fund Agreement, the Trustees shall direct an audit be completed at the end of each fiscal year. A copy of said audit shall be forwarded to each participating local union.

13:02 The Trustees at the end of each fiscal year shall direct a financial statement to be prepared and forwarded to each participating local union. Such statement will stipulate the income, expenditures and balance in the fund for each participating bargaining unit of the local union.

13:03 The Trustees shall insure that existing practices within the UAW will apply to the bonding of those persons engaged in transactions involving any monies, property or assets of the Trust Fund.

ARTICLE 14 - TRUSTEE EXPENSES

14:01 The Trustees shall be entitled to reimbursement for all reasonable expenses incurred in the performance of their duties relevant to the administration of the Trust Fund.

14:02 Trustees shall be reimbursed travel expenses at the current rate allowed by the UAW International Executive Board when driving or the cost of alternate methods of travel such as air fare (economy class) or train fare, when deemed necessary.

14:03 Trustees will be entitled to claim reimbursement for expenses to an amount they would normally be entitled to under the provisions of their respective local union by-laws for each day in which they are meeting in the exercise of their duties under the terms of the Trust Fund Agreement.

ARTICLE 15 - MEETINGS OF TRUSTEES

15:01 In accordance with Article 11 of the Trust Fund Agreement, meetings of the Trustees will be held at least twice each year. Meetings will be scheduled during the months of June and December and from time to time as deemed necessary by the Trustees as stipulated in Article 11:03 of the Trust Fund Agreement.

15:02 The Trustees shall elect a chairperson during the December meeting of each year.

15:03 The Director of Education for Canada, UAW shall serve as Secretary of the Trustees as stipulated in Article 11:02 of the Trust Fund Agreement.

15:04 Four Trustees and the Secretary shall constitute a quorum. All proceedings of the meeting shall be governed by Roberts Rules of Order.

ARTICLE 16 - AMENDMENTS

16:01 These by-laws may be amended by resolution. Notice of intention to amend these by-laws shall be given to all Trustees at least five (5) days prior to the meeting at which such resolution shall be presented. Adoption of the amendment will require a two-thirds majority of those Trustees present.

16:02 Amendments must comply with the intent and procedure set forth in Article 12:01 of the Trust Fund Agreement.

ARTICLE 17 - TERM

17:01 These by-laws shall remain in force and effect during the existence of the Trust Fund Agreement.

APPENDIX #1

PROCEDURE FOR SELECTING P.E.L. STUDENTS
(ADOPTED BY THE P.E.L. TRUSTEES - JUNE 18, 1979)

1. That a program application form be developed by the U.A.W.-P.E.L. program administration.

2. Each participating P.E.L. unit establish a student Selection Committee.

3. A letter be forwarded by the P.E.L. Office to the local union President stating the student entitlement of the unit for each semester along with a sufficient supply of P.E.L. application forms. The President will be requested to distribute the applications to the appropriate persons in the unit. Copies of the letter to the President would be sent to the Financial Secretary, Recording Secretary, Plant Chairperson, Education Citizenship Committee Chairpersons, and International Representative servicing the local union.

   The above-mentioned application forms would be forwarded to the local unions during the first week of May for the first semester and the first week of October for the second semester.

4. As applications are received in the unit, they are to be forwarded to the P.E.L. Office by June 30 for the first semester and November 30 for the second semester.

   The unit Selection Committee should forward their recommendation for student selection along with a total list of applicants and their application forms no later than the deadlines of June 30 and November 30.

5. A copy of the Selection Committee's recommendation will be forwarded by the P.E.L. Office to the local union President for verification of the student's membership status to be one of good standing.

6. The selection of students will be completed by July 30 for the first semester and January 15 for the second semester.

7. The pre-session program will be completed by August 31 for the first semester and February 15 for the second semester.

APPENDIX #2

December 15, 1978

To: All Local Union Presidents and
Recording Secretaries

SUBJECT: EXPENSES FOR PAID EDUCATION LEAVE PROGRAM

Greetings:

As you are aware, we are meeting with continuing success in negotiating the Paid Education Leave program in an increasing number of our collective agreements.

The first sessions of the program are almost completed, and I believe they have been extremely successful. A full report will be given at the January Canadian UAW Council meeting.

When we first instituted this program, it was to be carried out with little or no expense to the local unions; however, we have encountered some difficulties where local unions have been paying expenses to the students attending the program in a fashion that was never anticipated.

I have been requested by some of the local unions involved to attempt to correct this situation. Subsequently, I raised this matter at the most recent International Executive Board meeting with a recommendation that no local union be allowed to pay expenses to students participating in the Paid Education Leave program. The International Executive Board accepted my recommendation, and commencing with the next P.E.L. session, that policy will apply.

We will be meeting early in the new year to discuss the whole Paid Education Leave program, and I believe it is a general consensus that a minimal amount of expenses should be paid to each participant in the program from the P.E.L. fund, and not local union treasuries.

With best wishes for the holiday season,

Fraternally yours,

ROBERT WHITE
UAW Director for Canada and
International Vice-President

RW/ggopeiu

cc: Officers
Staff

PROPOSED AMENDMENTS TO THE PAID EDUCATION LEAVE TRAINING PROGRAM BYLAWS

Submitted to ...ordance with Article 16:01.

Article 15:01 ...lete June and December and substitute "July" and "January" ... that the sentence will read:

"...eetings will be scheduled during the months of July and ...nuary and from time to time ....."

Article 15:02 ...lete December and substitute "January" so that the sentence ...ll read:

"... Trustees shall elect a chairperson during the Janaury ...ting of each year."

...POSED ADDITIONS TO THE PAID EDUCATION LEAVE TRAINING PROGRAM BYLAWS

...RGE

...ted into the PEL program and subsequently suspended or ... his or her employer, and where such suspension or dis- ...osted by the local union, such member shall be compensated ...mer as stipulated in Article 8:08 and 8:02(A) of these

...d into the PEL program and subsequently the bargaining ... member belongs, engages in strike action against ...yer, such member shall be deferred. A member shall be ... the week of the program in which the strike occurs.

CANADIAN PAID EDUCATION LEAVE TRAINING PROGRAM
CONGE-EDUCATION PAYE PROGRAMME DE FORMATION

R E P O R T

T O

C A N A D I A N U. A. W. C O U N C I L

TORONTO, ONTARIO

JANUARY 26 and 27, 1980

ROBERT WHITE

U.A.W. DIRECTOR FOR CANADA AND INTERNATIONAL VICE-PRESIDENT

GORD WILSON

DIRECTOR OF EDUCATION FOR CANADA

INTERNATIONAL UNION, U.A.W.

LEN HOPE	DANIEL BENEDICT	ED HALPIN
ADMINISTRATION DIRECTOR, P.E.L. CANADIAN REGION	PROGRAM DIRECTOR, P.E.L. CANADIAN REGION	INTERNATIONAL REP., EDUCATION DEPT. CANADIAN REGION

U.A.W. - PAID EDUCATION LEAVE PROGRAM

REPORT TO CANADIAN REGION UAW DISTRICT COUNCIL
JANUARY 26, 1980

This document has been prepared with the view of providing Council delegates with a detailed report as to the program content and operation of the second year of the U.A.W. program of Paid Education Leave (P.E.L.).

In our last report (January 1979), there were 33,500 of our members under the terms of 117 collective agreements who had negotiated P.E.L. At the present time, we have 115,800 members under the terms of 254 collective agreement

To those members who are new to our program we wish to congratulate you, your bargaining committees and executives successful efforts in negotiating P.E.L. Their strong determination is making a successful program better every day. There are others who should be acknowledged for their co-operation and hard work to make the past year as successful as it has been for all who have participated. Of course we are speaking of the Executive of this Council, its Education Committee and Brother John Firth, and the Education Centre Staff.

We also wish to acknowledge the active support by Brother Bob White and members of the UAW staff of the local and company bargaining committees during negotiations and in the implementation of this program. In particular there are certain members of local unions and of staff who have directly assisted in the program we wish to thank for their efforts. (Later mentioned in this report.)

It would be remiss on our part to not include the students. From the inception of this program we have had to date 183 graduates and are expecting 135 more in the Spring of this year. During the course of this program, these students have applied themselves in a fashion which complimented the seriousness of their purpose. They demonstrated a certain willingness to learn as much as they possibly could in the short time permitted. They are to be commended for their efforts in maximizing the use of the content of this program, and assisting in the future development of this program through suggestions and evaluation.

The U.A.W. P.E.L. Graduating Class of the Fall 1979 Program, some of which are delegates to this council are named on the following page.

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Local	Students Name
27	Marcel Vanderveken
27	Wayne Pridham
27	John Pennie
27	Dan Wilson
27	Randy Mason
27	Rene Montague
27	Hal McClary
35	Clarence Couture
89	Dan Jackson
89	Dennis Putman
112	Roy Kellett
112	Bill Reyniers
112	Rolland Pelland
112	Bob Dawson
112	Robert Mansfield
112	Jim Ptashnik
127	Kathy Brown
127	Rick Myers
127	George Glassford
127	Gary Tomlinson
195	Mike Sinkevitch
195	Dick Beaudoin
195	Rodger Douglas
195	Gerald Logan
195	Hermann Marlovits
252	Gus Tsipas
397	Charles Kubas
397	Dennis McNeil
439	Karl Ellison
439	Michael Yorke
439	George Boston
439	McDonald Lewis
456	Harvey Brohart
456	Gilbert Lozier
458	Adrian Robinson
458	Kevin Raper
458	Mike Elaschuck
458	Herb Harker
458	Warren White
458	Lennard Finch
458	Robert Kendrick
458	Fred Jenne
458	Robert Fowler
458	Dino Bonfini
636	Gerald Banbury
636	Jim Farrell
636	Roy Strickert
641	Joe Robinson

Local	Students Name
673	Ron Gillis
673	Kevin Morris
673	J.R. Stratton
676	Wayne Wright
676	Michael Stockwell
676	Larry Haslam
676	Steve Stefanchuk
676	Robert Jodoin
1067	Mike Sampson
1067	James Perusello
1075	Gary Bienvenue
1075	Larry Wilkins
1285	Alexander Berger
1285	Adam Cockburn
1285	Dan Karpiy
1325	Mary Strau:
1325	John Rose
1325	Angela Rose
1411	Albert Tuttle
1411	Ronald Ford
1451	Bill Lang
1451	John McLellan
1451	Ron Bourque
1451	Peter Reichert
1451	Bob Bedard
1451	Wayne McKay
1451	Greg Slaney
1451	Dave MacInnis
1474	Bruce Arnold
1474	Nancy Arnold
1535	Seth Inglis
1769	Cliff McLeod
1769	Mark Smith
1780	Debbie Fox
1780	Margaret Whitelaw
1828	Judi Giesbrecht
1837	Robert Anderson
1839	Bill Carson
1967	Jean Francois
1967	Ed Taylor
1967	Everett Black
1967	John Holon
1967	Fred Aldred
1967	Delbert Caldwell
2027	Barbara Colley
2027	Marlene Holowecky
2028	Ron Bartley

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The average cost per participating student, including lost time, travel, perdium and room & board was approximately $2,300.00. There are a number of facts you should also be aware of. During the months of January, February, March and April the initial French Language program of P.E.L. will be held north of Montreal; with 18 students. We would like to wish all of the students best wishes in their endeavours.

During the 1979-1980 program we are subsidizing 9 bargaining units at an expected cost of $12,000, which is taken from interest earned on our Capital fund.

We expect in the 1980-81 program, to increase our student population from 225 students from U.A.W. and 9 from I.U.E. to a total of 391 students from U.A.W. This figure includes; 25 students from Quebec, 41 subsidized students at an estimated cost of $46,000 (from the interest earned on investment) leaving a balance of 325 students.

One very important fact is that our program is now working within a Registered Trust Agreement. This requires a number of trustees to be appointed to work with us in making a successful program. The following people have been appointed by Brother Bob White to serve as trustees of the Paid Education Leave Program:

Dick Ingles	President U.A.W. Local 27
Terry Gorman	President U.A.W. Local 1285
Bill Patrick	President U.A.W. Local 1967
Diane Taylor	Member U.A.W. Local 374
Joe O'Donnell	President U.A.W. Local 458
Paul Hansen	Financial Secretary U.A.W. Local 195
Roger Muller	Chairman U.A.W. Local 1849

May we express our sincere gratitude for the efforts put forth by the Trustees in their first term in office.

PROGRAM OVERVIEW

In this second year of operation, we were able to take advantage of the experience and advice of the officers and students of local unions and bargaining units that had participated in the first year's course.

Among the suggestions put into practice was one for a more effective approach to dealing with the differences in student background, which are based primarily on their varying union experience and educational levels in trade union and public schools. This was now approached by setting up a mandatory preparatory weekend session on "how to learn".

By and large, this preparatory session for the fall 1979 course did the job of improving the students' ability to learn and of reducing somewhat the differences in their capacity to handle the basic course material later. One weakness that must still be dealt with was the number of students chosen too late to participate in the preparatory session. An attempt to overcome that, by a brief make-up session for those students after the course started, was only partially effective.

Another major innovation this school year was the shift, also recommended by the previous participants, from five weekly Levels of four days each, to four weekly Levels of five days each. This worked out better, as the opinion of the overwhelming majority of the students confirmed, for both the students and the instructors, as well as for the logical development of the subject matter.

As in the first year, the students were divided into three large groups of thirty-odd each, and each large group was divided into smaller, class groups led by two or three instructors. Each large group came up for a week at a time, then returning home for two or three weeks, during which time that group prepared their assignment for the next Level, while the other two groups came up to Port Elgin a week at a time.

Another innovation this year was the introduction of two "development weeks" in the course of the term. These weeks were timed whenever possible to coincide with public holidays and/or union conventions. They also gave the instructors an opportunity to handle some of the paper work and preparations for later Levels.

Fairly frequent use also made of audio-visual equipment and of small buzz-group

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sessions, as in the first year's program.

A further innovation, however, was the more extended use of Local Union Discussion Leaders in each Level as additional instructors to program director Dan Benedict and administration director Len Hope. They were Stan Ellis of Local 525, Pete Bellefeuille of Local 1828, and Jake Vellinga of Local 127. In addition, Al Hand of Local 252 and Bill Zilio of Local 1067 joined the others in leading some of the preparatory weekend sessions. Important staff contributions to the subject presentation were made by Canadian UAW research director Sam Gindin and citizenship and legislation director Jim Gill.

In Quebec, the first preparatory weekend session was held in Montreal in December 1979, with Dan Benedict and staff representative Roland Francis leading the discussions. The first Level of the course itself, held in St. Jerome north of Montreal, was led by Benedict and Bob Dean, assistant to the director for Canada.

Guest speakers in this course were Cliff Pilkey, president of the Ontario Federation of Labour, Mary Morrison of the Ontario Federation of Labour's health and safety unit and Gaye Lamb, strike coordinator of the Radio Shack unit of the United Steelworkers. These visits and bear-pit sessions led by Buzz Hargrove, administrative assistant to the UAW director for Canada, Bob White, and by UAW education director Gord Wilson, were very well taken part in by the student body.

The students elected their own stewards and recreation leaders, with the latter helping to improve one of the weaker points in the PEL program thus far.

As in the first year, regular use was made of evaluations by the students at the end of each Level and, more intensively, at the end of the course itself. One noticeable difference in the final evaluation sessions this year was the broad consensus of opinion urging that UAW look ahead to the creation of some more specialized follow-up courses in the PEL framework. Another modification was a greater interest in civic and political involvement expressed by the students, probably related in large part to the heightened political atmosphere in the country--particularly in December 1979.

PROGRAM CONTENT

The First Level - Our Labour Movement

The First Level was centred on "Our Labour Movement". The first part of this was a study of "Our union roots". This subject used a variety of methods and sources. UAW's roots were examined from three angles: First came the origins, development and the economic and social background of unionism in Canada. Then the origins, struggles and victories of labour in the mass production industries in North America — and particularly the auto industry. Together with this we went after the origins of several UAW locals in Canada, interspersing historical slides with Video-taped interviews with former director George Burt, a rousing Video-tape on the Fleck strike and a series of reports by the students on "How my local was started", to underline the fact that history starts in the shop and the local.

Later in the week we studied the "How our UAW works", based mainly on the consitution and structure of UAW: our International Union and Canadian Region and our Local Union. Finally, we studied the functions and structure of the Canadian Labour Congress and its provincial federations.

The Second Level - Communications

This Level aimed at progress in individual expression and confidence joined with an increased feeling of group identity and social purpose.

The "unfreezing" of thinking and getting across to others was a major aspect, along with an understanding of the role of the media and an ability to stand on their own feet and look critically at "pre-digested" news and ideas.

The Third Level - Practical Economics

Economic problems were taken up progressively, starting with the worker's family budget and moving on to the shop and some national problems.

Considerable discussion of cost-of-living problems, benefit costing, and company finances was joined by exercises in the basic use of statistical figures. Because of the mentioned difference in educational background, there was a larger than usual amount of individual consultation as well as volunteer evening classes on the simple arithmetic basis for the most commonly used statistics.

The operation of individual companies was studied in the context of the industry and the national economy. Some attention was given to the growth of the present industrial society, and to the impact of multinational companies on production and trade, as exemplified by the Auto Pact. This was followed by a discussion of national and international trade union action.

Video-taped sessions of mock bargaining on certain collective agreement amendments also brought increased participation and critical improvement of students' abilities.

The Fourth Level - Legislation and Political Action

This Level concentrated largely on the legislative process and political action. The students were able to clarify their ideas on major legislation (such as labour law reform) as well as the ways in which Canadian and provincial legislation is adopted and influenced by various sectors of society.

A specially detailed discussion on Ontario's Bill 70 brought out both the health and safety and the political aspects of the problem.

A mock lobbying session underlined the need for greater union activity to protect workers' interests in the political field.

Two of the three groups devoted part of a day to a "community survey" of public opinions on unions. The third group had a community panel (the mayor, the president of the Chambers of Commerce and a school teacher) on similar subjects.

While the discussions centred on Ontario labour legislation, useful comparisons were made with those of Saskatchewan, British Columbia and Quebec.

FINANCIAL REPORT

For the Period January 1, 1979 to December 31, 1979

The Financial transactions and procedures for the year 1979 are outlined in the following Financial Statements, prepared for the Officers and Membership.

Exhibit #1	Recapitulation, Cash Assets & Fund Balances
Exhibit #2	Summary of Income
Exhibit #3	Summary of Expenditures

Canadian Paid Education Leave Program/U.A.W.

RECAPITULATION

Period Ending December 31, 1979

Previous Report Balance - December 31, 1978	$227,198.71	
Income - Jan 1, 1979 to June 30, 1979	332,099.76	
	$559,298.47	
Expenditures - Jan 1, 1979 to June 30, 1979	58,134.21	
June 30, 1979 Balance -		$501,164.26
Income - July 1, 1979 to December 31, 1979		401,965.72
		$903,129.98
Expenditures - July 1, 1979 to December 31, 1979		194,721.74
BALANCE TO ACCOUNT FOR: December 31, 1979		$708,408.24

Cash Assets

Bank Balances:	
- Victoria Grey Trust: Acct. #02-2378	$154,257.55
- The Royal Bank - Acct. #124-152-0	405.69
Investment Certificates:	
- The Halton Community Credit Union (Total Amount - 2 certificates)	453,745.00
- The Auto Family Credit Union (Total Amount - 1 certificate)	100,000.00
TOTAL CASH ASSETS:	$708,408.24

Fund Balances

Local Union Unit Fund	$658,510.69
Operating Fund	17,969.93
Interest Fund	31,927.62
TOTAL OF FUND BALANCES:	$708,408.24

Canadian Paid Education Leave Program/U.A.W.

SUMMARY OF INCOME

January 1, 1979 - December 31, 1979

Local Union Unit Contribution	$701,567.51	
Interest on Investments	30,297.97	
Donations to Operating Acct.	2,200.00	
TOTAL NET INCOME, 1979		$734,065.48

Canadian Paid Education Leave Program/U.A.W.

SUMMARY OF EXPENDITURES

January 1, 1979 - December 31, 1979

Local Union Unit Fund:			
- Lost Time		$128,566.53	
- Room & Board		53,969.19	
- Travel		19,412.43	
- Perdium		11,404.00	
- Other (W. Compensation Premium)		17.49	
			$213,369.64
Operating Fund:			
- Supplies		$ 12,952.78	
- Program Materials		6,008.90	
- Textbooks, Periodicals, Library		2,481.48	
- Office Equipment		1,942.89	
- Presession Program		1,611.50	
- Audio Visual		8,598.91	
- Trustees Expense		2,221.58	
- Recreation		320.32	
- Instructors/R&B, Perdium, Travel		1,536.00	
- Graduation		510.00	
			$ 38,184.36
Interest Fund:			
- Misc. (Petty Cash, Bank Exp.'s)		$ 584.08	
- Telephone		38.71	
- Office Supplies		679.16	
			$ 1,301.95
TOTAL NET EXPENDITURES, 1979			$252,855.95

APPENDIX F (continued)

PAID EDUCATION LEAVE

CONGÉ-ÉDUCATION PAYÉ

LEADERSHIP TRAINING PROGRAM

PROGRAMME DE FORMATION DES DIRIGEANTS

ROBERT WHITE
CANADIAN DIRECTOR AND INTERNATIONAL
VICE-PRESIDENT, U.A.W.

Gordon F. Wilson
Director of Education for Canada
International Union, UAW

Bruce Davidson
Assistant to the Director of Education
Canadian Region, UAW

Len Hope
Administrative Director, Paid Education Leave

Daniel Benedict
Program Director, Paid Education Leave
Canadian Region, UAW

UAW - PAID EDUCATION LEAVE PROGRAM
September 19 through December 21, 1978

REPORT TO CANADIAN REGION UAW DISTRICT COUNCIL
JANUARY 26, 1979

This document has been prepared with a view of providing Council delegates with a detailed report as to the program content and the experiences encountered in conducting our initial UAW program of Paid Education Leave (P.E.L.).

As set forth in Brother Bob White's report, substantial progress has been made since our first P.E.L. agreement was negotiated at Rockwell in March of 1977. To date 33,500 of our members have secured P.E.L. under the terms of 117 collective agreements.

At the outset, I wish to congratulate the successful efforts of those members, their bargaining commitees and local union executives that have obtained P.E.L. to date, many times in the face of difficult and sustained employer resistance. Their will and determination destined their success. To the executive and members of this Council, the Education Committee of Council, Brother John Firth and the Education Centre staff at Port Elgin, I extend the sincere appreciation of members of the Education Department for their co-operation and assistance during these last months.

I also wish to acknowledge the continued support we have received from Brother White and members of the staff during negotiations and in the implementation of the program. In particular, Brothers Gindin, Gill, Glynn, and Sister Cuthbertson for their efforts later mentioned in this report. Brother Stan Ellis of Local 525 for his splendid assistance during a difficult period. Brother Capute for his capable assistance pertaining to finances including establishing financial procedures and auditing, a copy of which forms part of this report. Brother Davidson for his unstinting efforts and major contribution toward the success of the program.

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To Brothers Len Hope and Dan Benedict the authors of much of this report, I extend on behalf of all of us "congratulations on a job well done". Brothers Hope and Benedict were charged with the responsibility of program administration and program development, respectively. Throughout the fifteen weeks of the program they made available to the students a level of program content far beyond that which could be reasonably expected. I am confident that all of the P.E.L. students join with me in acknowledgment of their efforts and dedication and the successful completion of their task.

A special thanks to the executive and officers of those local unions participating in the program for their patience and co-operation in the handling of details such as lost time payment, leaves of absence and a myriad of other unforeseen difficulties which arose during the course of administering the program.

Slightly over three years ago, Paid Education Leave for UAW members was but a fledgling idea at best. Now after countless hours of dialogue and development, the efforts of those persons previously mentioned and many others too numerous to mention, P.E.L. is a reality, evidenced by 88 UAW-P.E.L. graduates. During the course of the program these "students" applied themselves in a fashion which complimented the seriousness of their purpose. Time and again they demonstrated a willingness to learn as much as they possibly could in the prescribed time and participated eagerly in every academic endeavour. They are to be commended for their efforts in making maximum use of the content of this program and for helping us by way of suggestion and evaluation, in the development of future P.E.L. programs. The inaugural UAW-P.E.L. class, some of whom are delegates to this Council, are named as follows:

LOCAL	STUDENT NAME	LOCAL	STUDENT NAME
27	PETER J. KENNEDY	195	MIKE CAVERHILL
27	CARL ELO	195	RICHARD BYRNE
27	JOHN TIMMS	195	KIRK LOZON
127	LES MORRELL	252	RAHIM SIRAJ
127	STAN KARNAS		
127	DON HENDRICK	397	RONALD CLARKSON
127	BOB GIBSON	397	SCOTT RICHARDS

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LOCAL	STUDENT NAME
439	PAUL BOURKE
439	KURBIN DRIGGS
439	AL REDDICK
439	HERBERT HASSE
439	BRUCE KIVELL
439	ANTHONY FAZZARI
458	ROBERT PIERCE
458	ADAM LEVSCHUK
458	LOUIS SASKA
458	MIKE PETERSON
458	C. TAYLOR
458	DON BAKER
458	TIM GAMBICOURT
458	ANTERO DA MOTA
458	KEN S. MARACLE
458	JOHN BIRDSELL
458	ANDREW OLMSTEAD
458	ED ELEY (JR.)
458	JOHN WOOD
458	DAVID AITKEN
458	JAMES LOCKE
458	CYRIL MCNEIL
458	JOHN LLOYD HOWLEY
458	GARY BULMER
458	H. GENE EDWARDS
458	JOHN A. TARCZA
458	JAMES HEMELIN
458	GERALD HOULEY
458	BOB SCHELHAS
458	DON MOORE
458	BOB MOSEYCHUCK
458	RAYMOND BREARLEY
458	CLINT FARRELL
458	FRANK RUSH
458	BILL DENTON
636	HARRY ROSSEWY
676	ERNIE SIBBETT
676	LARRY TAYLOR
676	DON DELLAIRE
676	TERRY SAVOIE
676	DON NELSON
676	VINCE PASCUZZI
676	LYNDON WOOD
676	TOM BOYER
676	TIM YATES
676	V. KOVICH
1067	BOB HASTIE
1067	AL STRATH
1067	TOM JOHNSON
1067	KEN BILTON
1067	R.J WHIDDEN
1325	WAYNE LEMON
1451	DON DAGENAIS
1451	FRANK SHAW
1451	JIM FOX
1451	KEN WIGHTMAN
1451	CRAIG GRANT
1451	IVAN BONDARENKO (JR.)
1451	PAUL E. BEAULNE
1451	KEVIN FITZGERALD
1451	JOSEPH WEHRLE
1451	JOHN E. COLEMAN
1451	RAY LOVELY
1451	RICHARD NAULT
1451	KEVIN F. MURPHY
1451	ROBERT FORSYTHE
1451	TERRANCE BAKER
1451	LAWRENCE HULLEY
1451	DAN R. MUNROE
1451	LARRY ABERLE
1451	RUSS GROVES
1451	BILL HOBBS
1451	HORACE JOSEPH HOWE
1474	MARY MEANEY
1780	BARKLEY OSBORNE

Of the 88 graduate students listed above; 69 were either Stewards or committeepersons (15 of which were also executive board members), eight were Plant Chairpersons, six were members of local union Standing Committees, and five did not hold any formal local union office. The average total

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cost per student participating in the program including lost time, travel and room and board was approximately $2,200.00. A great deal of assistance and encouragement was given the program during this first year of operation by the Officers of the International Union including approximately $20,000.00 required for supplies, program materials, books, office equipment and furniture, exclusive of clerical and staff salaries.

During the period of the program a number of research documents and Video-tapes were produced which will be valuable assets to future programs. A list of the Video-tape productions are attached to this report, and the research documents are mentioned in the program description which shortly follows.

PROGRAM OVERVIEW

The work of the participants over the five "Levels" of four days each showed some marked differences. Some of those differences were related to their different union experience, responsibilities, backgrounds and previous levels of education - both union education and formal, general schooling.

Therefore, the First Level, in addition to taking on the specific subject matters set in advance, took up - for about a day - the elements of the learning process. More of this "How to learn" was needed by some than by others. A few (very few) cases felt they didn't really need it at all. In another few cases, we obviously needed more such preparation than there was time for. But, as a whole, these sessions - and the Advance Assignments of readings and exercises on "How to learn" sent out a few weeks before the course - helped to even out some of the differences in background.

The students took each of the Levels in three groups of about 30 each and each of those groups attended for a Level, then went home for two weeks, before coming back for the next Level. There was thus an uninterrupted flow of students, from September 19 through December 21. Each group was divided into two sub-groups of about 15 a large part of the time, with frequent use of smaller "buzz" or discussion groups for maximum participation in an active, adult, learning process, in which the students were

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consulted on both goals and methods.

For the same reason, frequent use was made - when appropriate - of audio-visual aids. The most frequent were printed material (for use both during the course and afterward - as background and reference reading) and the blackboard. Next came the flip-charts (sometimes used like the blackboard and sometimes prepared by a series of buzz groups and posted around the walls) and the overhead projector (particularly useful for diagrams and organizational charts). Use of Video-tape is mentioned in the Introduction to this report. There was also the occasional use of films and slides.

Two other remarks on the First Level. Considerable value was placed by the students of the first group of 30, on the brief but fruitful exchange of ideas with the visiting unionists from our sister union, the Australian Vehicle Builders' Federation. Secondly, a truly remarkable effort was made by a few students - and one in particular who has only recently learned enough English to function as a shop steward - to overcome some serious barriers to learning and participation. In this they had the co-operation of students as well as instructors.

Each Level was evaluated by the students, formally - in written notes and oral discussion at the end of each week - and informally through unstructured discussions at odd moments. Where feasible, suggestions of the first or second groups of 30 were incorporated into the curriculum or material of the following groups, so as to make each course as close as possible to the reality of the students' union life.

During each Level, the students were given reading or brief writing assignments, as well as advance assignments for the next Level. Except where otherwise indicated, all the teaching was done by Dan Benedict and Len Hope. Most sessions were three or three-and-a-half hours long each morning, afternoon and some evenings.

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PROGRAM CONTENT

The First Level - Learning About Labour

The remaining subject matter of the First Level was centred on "Our Labour Movement". The first part of this was a study of "Our union roots". This subject used a variety of methods and sources. UAW's Roots were examined from three angles: First came the origins, development and the economic and social background of unionism in Canada. As that developed, we worked in the origins, struggles and victories of labour in the mass production industries - and particularly the auto industry. Together with this we went after the origins of our main locals in the Canadian Region, interspersing historical slides with Video-taped interviews with former Director George Burt, a rousing Video-tape on the Fleck strike and a series of reports by the students on "How my local was started" (prepared as part of the Advance Assignments), to underline the fact that history starts in the shop and the local.

Later in the week we studied the "How our UAW works", based mainly on the constitution and structure of UAW as our International Union and as our Canadian Region. Finally, we studied the functions and structure of the Canadian Labour Congress and its provincial federations, as well as some of the problems and trends of the labour movement in Canada today.

The Second Level - The Local

As each group came back for the Second Level, the accent shifted entirely to the work of the local union - in the shop and in the community.

The work of the local, its officers, committees, stewards and bargaining representatives, was taken up in detail, along with a session for each group (led by Canadian Region C. & L. Director Jim Gill) on community work, which included panels of community spokesmen from the Port Elgin area - three for each group - ranging from shoe store-owner, farmer and undertaker to school principal, police chief and mayor.

The Third Level - Communications

The first group of 30 had the advantage of the active teaching presence of Doug Glynn for two of the eight sessions. In Video-taping his presentations, the other two groups were able to receive the benefits of his teaching.

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In addition, Hope and Benedict were supported in teaching the rest of this Level by the valuable assistance of Stan Ellis of Local 525.

This was the Level at which it became noticeable that visible progress in individual expression and confidence joined with an increased feeling of group identity and social purpose.

The "unfreezing" of thinking and getting across to others was a major aspect, along with an understanding of the role of the media and an ability to stand on their own feet and look critically at "pre-digested" news and ideas, all necessary resources for active trade unionists.

The Fourth Level - Practical Economics

Economic problems were taken up progressively, starting with the worker's family budget and moving on to the shop and some national problems. Students were asked this time particularly to consult their families in preparing their Advance Assignments - and most of them did.

Research Director Sam Gindin helped in the preparation of the program and written material for this Level, and with teaching during three sessions for the first group of 30. Since other assignments made it impossible for him to get back for the other two groups, we put a good deal of his presentation on Video-tape and used it as a partial substitute. We also presented and very critically discussed a tape of the CBC's presentation of The Big Corporation, one of the 13 television broadcasts of the Canadian-born U.S. economist John Kenneth Galbraith, accompanied by some of our own needed comment.

Considerable discussion of cost of living problems, benefit costing, and company finances was joined by exercises in the basic use of statistical figures. Because of the mentioned difference in educational background, there was a larger than usual amount of individual consultation as well as a volunteer evening class (attended by two-thirds of the students) on the simple arithmetic basis for the most commonly used statistics.

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Discussion of company operations was highlighted in the preparation of four "company reports" covering Massey-Ferguson, Budd, Rockwell International and the small Butler Metal Products, covering about two-thirds of the student body. In preparing the reports, Sam Gindin supplied the major economics contribution. Working with him, Dan benedict put together world information and data from other sources and held informal meetings with the students (particularly from Massey and Butler) to incorporate their input in the reports, which will also serve as a base for future sessions.

Video-taped sessions of mock bargaining on certain collective agreement amendments also brought increased participation and critical improvement of students' abilities.

It was during this Level that two of the groups of 30 were able to meet with Canadian Director Bob White who outlined UAW's position on key questions and then fielded all sorts of questions and comments on UAW's policies and actions. This filled what the students evaluated as a needed "rounding out" of the course to appreciate UAW's general approach.

The Fifth Level - Trade, Trade Unions and Political Action

The first day of the Fifth Level was really in part based on the economic discussions of the Fourth Level. We discussed the effects on the Canadian economy and jobs and on the rights and sufferings of other peoples, of international trade and the operations of multinational corporations. We went on to take up our efforts to build up labour's own counter-forces on a world scale, working together with other Canadian unions through the CLC, in building the International Confederation of Free Trade Unions, and together with the U.S. membership of UAW and other unions in the metal industries, in North America and elsewhere, in the International Metalworkers' Federation.

Then for four sessions, with each of the three groups, we had the active co-operation of Citizenship and Legislative Director Jim Gill in

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preparing material and leading many of the discussions, on the legislative process and political action. The students were able to clarify their ideas on major legislation (such as labour law reform and occupational safety), as well as the ways in which Canadian and provincial legislation is adopted and influenced by various sectors of society. Good use was made of material from the CLC Education Department, UAW education material and - particularly in this last Level - of the very pertinent resolutions of the latest convention of the Ontario Federation of Labour.

During this final week, the third group held its bear pit session, with Administrative Assistant Buzz Hargrove carrying out Bob White's role of tieing the course in with our general objectives.

The last day combined a brief evaluation of the Fifth Level, with a far more detailed evaluation of the course as a whole and of suggestions for continued improvement in P.E.L. programming.

As part of our efforts to further evaluate the P.E.L. program we will solicit input and suggestions from participating P.E.L. local unions and graduating students. This process of "input" will manifest itself in a conference to be scheduled in the latter part of March this year. A letter from Brother White will shortly be forthcoming to the local unions involved, and I would urge those locals to participate to the fullest extent possible.

As mentioned in Brother White's report, we are in the final stages of development of the necessary Trust Fund Deed, which in order to meet provincial statutes must be registered with the Province of Ontario. Supplementary to the Trust Deed and in co-operation with the Trustees, a set of by-laws will be drafted to set the "ground rules" such as student "per diem" for future programs. It is hoped that with the input of the conference mentioned above and the collective experience obtained from our first program, we shall be in a position of readiness, with most of the program "bumps" ironed out, as we approach September of 1979 and our second program.

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As stated by Brother White, we must continue to make P.E.L. a bargaining priority. Without straining credulity it is realistic to predict a goal of 40,000 P.E.L. members by June of this year, and a potential 100,000 members by year-end.

All of which is respectfully submitted.

/ggopeiu343

APPENDIX "A"

To: Gord Wilson - Director
Canadian Paid Education Leave Program/U.A.W.

International Union U.A.W.
205 Placer Court
Willowdale, Ontario

To the Officers & Members, Greetings:

An examination of the Paid Education Leave Program books has been made covering the period July 1, 1978 through December 31, 1978.

The Financial transactions and procedures were carefully reviewed during this period as a result the following report is prepared for the Officers and Membership.

Exhibit #1 Recapitulation, Cash Assets, & Fund Balances.
Exhibit #2 Summary of Income
Exhibit #3 Summary of Disbursements

The Offices of International Secretary-Treasurer Emil Mazey are always available to you, for advice and assistance. With best wishes to the offices and members I am

Fraternally Yours,

Martin Caputo
International Auditor

Canadian Paid Education Leave Program/U.A.W. Exh. #1

RECAPITULATION

As of December 31, 1978

Balance Previous Report June 30, 1978	$212,543.75		
Income - July 1, 1978 through December 31, 1978	169,073.08		
Total		$381,616.83	
Expenditures		154,418.12	
Balance to Account for			$227,198.71

Cash Assets

Bank Balances (Commercial Accounts):		
- Victoria Grey Trust Acc.# 02-2378	$115,417.97	
- The Royal Bank Acc.# 124-152-0	965.19	
- The Bank of Nova Scotia Acc.# 142-14	10,615.55	
Certificate of Deposit (Canada Trust)	100,000.00	
Petty Cash Account	200.00	
Total Cash Assets		$227,198.71

Fund Balances

Local Union Unit Fund	$223,267.11	
Administration Operating Fund	2,931.60	
Total of Fund Balances		$227,198.71

Canadian Paid Education Leave Program/U.A.W. Exh. #2

SUMMARY OF INCOME

July 1, 1978 - December 31, 1978

Local Union Unit Contribution	$164,779.32	
Interest on Investment - Administration Fund	4,018.06	
Donations	275.70	
Total Income		$169,073.08

Canadian Paid Education Leave Program/U.A.W. Exh. #3

SUMMARY OF DISBURSEMENTS

July 1, 1978 - December 31, 1978

General Units Fund:			
- Lost Time	$98,119.15		
- Travel	14,197.66		
- Room and Board	40,700.00		
		$153,016.81	
Administration Operating Fund			
- Lost Time	$ 1,147.23		
- Travel	132.60		
- Bank Charges	72.48		
- Supplies	49.00		
- Petty Cash Account*	200.00		
- Transfer from Royal Bank to* Victoria Grey Trust	4,018.06		
		5,619.37	
Gross Disbursements			$158,636.18
* Less Transfers			4,218.06
Total Net Expenditures			$154,418.1

APPENDIX "B"

VIDEO-TAPE PRODUCTIONS

During the program, many Video-tape recordings were made. The following is a list of such productions.

(a) Recordings of Port Elgin community spokesmen participating as panelists who were questioned extensively by the students on their views as to, "The Effect Unions Have On The Community".

(b) During communications all students learned how to speak on the Video-tape so they could critize themselves to improve their speaking ability.

(c) Productions were made of our UAW staff presentions while they were in the process, to be used in future programs.

(d) Mock collective bargaining sessions were recorded.